

**THE INFLUENCE OF QUESTIONING TECHNIQUE TOWARDS  
STUDENTS' PAST CONTINUOUS TENSE MASTERY AT  
THE EIGHTH GRADE OF SMPN 1 PASIR SAKTI  
IN 2017-2018 ACADEMIC YEAR**

**A Thesis**

**Submitted as a Partial Fulfillment of  
the Requirements for S1-Degree**



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LAMPUNG  
2018**

## ABSTRACT

### THE INFLUENCE OF QUESTIONING TECHNIQUE TOWARDS STUDENTS' PAST CONTINUOUS TENSE MASTERY AT THE EIGHTH GRADE OF SMPN 1 PASIR SAKTI IN 2017-2018 ACADEMIC YEAR

By:  
Sartika Sari

This research was conducted based on the preliminary research that were many students got problem in understanding grammar of past continuous tense. The objective of the research was to find out whether there was influence in Questioning Technique towards students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur.

To collect the data, pre test and post test design were conducted towards 8<sup>th</sup> grade learners of 2<sup>nd</sup> Semester at SMPN 1 Pasir Sakti Lampung Timur in the Academic Year 2017/2018. Two classes were chosen as control class and experimental class by using Cluster Random Sampling. Control class was treated by using Inductive Technique while experimental class was treated by using Questioning Technique.

It was found that the result of Sig. (2-tailed) of the equal variance assumed was 0.01. Thus the result was used to analyze the level of significance. In this case, the level of significance was 0.05. From the analysis, the score of Sig.(2-tailed) or Sig.(p<sub>value</sub>) was lower than  $\alpha=0.05$  so  $H_0$  was accepted. Thus, the use of Questioning Technique has significant in learners' past continuous tense ability.

**Keywords:** *Questioning technique, Students' past continuous tense ability, Quasi Experimental Design.*





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MASTERY AT THE EIGHTH GRADE OF SMPN 1  
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## DECLARATION

I hereby stated that this thesis entitled “The Influence of Questioning Technique Towards Students’ Past Continuous Tense Mastery at the Eighth Grade of SMPN 1 Pasir Sakti In 2017/2018 the Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.



Bandar Lampung,

2018

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## MOTTO

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ  
أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ (النحل : ١٢٥)<sup>١</sup>

“Invite to the way of Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way, and He is most knowing of who is (rightly) guided. ”  
(An-Nahl:125)



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<sup>1</sup>Syamil Al-Qur'an, *Special Al-Qur'an for Woman*, (Bandung: Sygma, 2005), p. 281.

## DEDICATION

From the deep of my heart, this thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. Allah SWT who always loves and keeps me everywhere and every time.
2. My the most honorable and beloved parents Mr. Abdul Basar and Ms. Kastini that always give me support, motivation and player all the time for my success.
3. My beloved Brother and Sister, Titik Sugianti S.Pd and Sayful Anwar S.E who always support me in each condition.
4. My beloved Brother in law Syamsuri S.Pd and sister in law Nurul Hidayah S.Pd always support me in each condition.
5. My beloved nephews Muhammad Anannullah, Ziad Askarul Falihin, Laura Kusuma Wardani, Aulia Izatunnisa and Najwa Dwi Ramadhani.
6. My beloved almamater UIN Raden Intan Lampung.

## CURRICULUM VITAE

Sartika Sari was born on December 07<sup>th</sup>, 1995 in Karyatani, Labuhan Maringgai. She lives in Karyatani, Labuhan Maringgai, Lampung Timur. She is the last child of three children of the couple Mr. Abdul Basar and Ms. Kastini. She has one sister named Titik Sugyanti, S.Pd, and one brother, Syaiful Anwar S.E.

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*Bismillahirrohmanirrohim,*

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Therefore, would sincerely thanks:

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May Allah the most Glorified and Exalted, give goodness and blesses for all guidance and help that have been to the writer. Finally, none or nothing is perfect and neither is this thesis. Any correction, comments, and criticism for this thesis are always open-heartedly welcome.

Bandar Lampung, 2018

The Writer,

Sartika Sari



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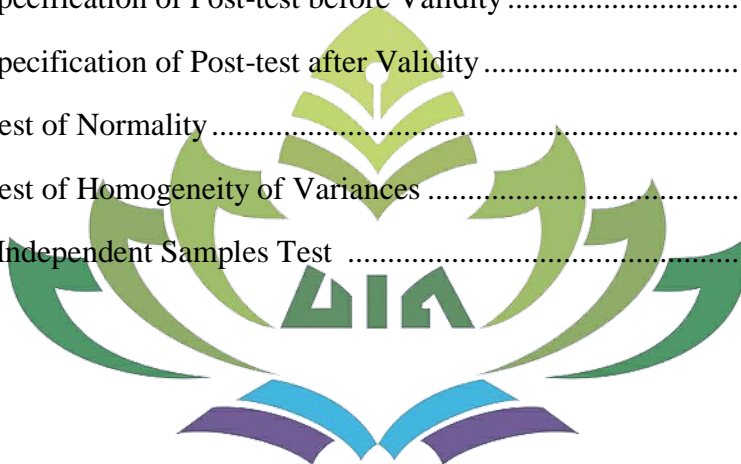
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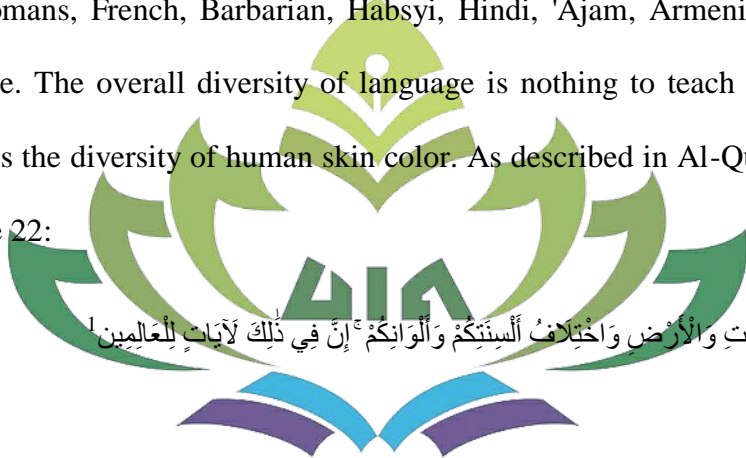
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

According to Ibn Kathir, among His signs is the creation of the heavens and the earth. The next signs of God's power are the different languages. There are Arabic, Tartar, Romans, French, Barbarian, Habsyi, Hindi, 'Ajam, Armenian, Kurdish, and many more. The overall diversity of language is nothing to teach except God. The next sign is the diversity of human skin color. As described in Al-Qur'anul karim Ar-Rum verse 22:



وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوُأْنِكُمْ ۚ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ<sup>1</sup>

Meaning:

And among His Signs is the creation of the heavens and the earth, and the variations in your languages and your colours: verily in that are Signs for those who know. (Q.S Ar-rum 22)

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<sup>1</sup>Syamil Al-Qur'an, *Special Al-Qur'an for Woman*, (Bandung: Sygma, 2005), p. 406.



As a social creature, the human should communicate with the others, one of the ways to communicate is with the Language. Language is an important device and a very beneficial tool for human being to communicate with other people. By using language, people can talk and understand each other. Human being uses language as a means in expressing ideas, feeling and expectation to other in interaction among them. Language is also used for transferring knowledge and culture. It means that every person needs language in their life.

Everyone always used language in their communication. Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with one another.<sup>2</sup> It means that the language has very important function in communication. And also it cannot be separated from all of activities, because without language, it will be difficult to express ideas and feeling.

One of important language that must be learnt by students' in Indonesia is English. Nowadays English become the international language which has been used in many countries. It is used in many countries which as a foreign language, a second language, pr as a native language. English is a global language, which is spoken by people in the world. English has become very important in the world and it is used in

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<sup>2</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, (4<sup>nd</sup> Ed.) (longman, san fransisco, 2000.), p.5.

the world, especially in the international communication or in the international conference,

In communication, language is not only expressed by oral communication, but it is also expressed by written communication. In order to have good written communication and to get good information without miss understanding, it needed an ability to arrange the words become a good sentence. Besides, there are some skills in English that must be mastered, namely: listening, speaking, reading, and writing. In written communication, of course mastering grammar is very important.

In learning English, the people must know first the meaning of English Grammar, because without knowing about it, they will have difficulty in understanding of change the form of word in English. One of differences obviously can be seen between Indonesia language and English is that in Indonesia language, no change the form of verb which used to express actions in the past now and future. The differences of the formula form of the verbs can be seen in kind of tenses in English.

In teaching language, there are many language skills one of them is grammar. Grammar is one of language components that should be mastered to develop language skill, because it is the basic languages that have to be learnt. In linguistics, grammar is the set of structural rules that governs the composition of sentences,

phrases and word in any give natural language.<sup>3</sup> It means that grammar is important because mastering grammar someone will know how to arrange a phrase, a clause in a sentence. It can be help us to communicate well.

Based on the result of preliminary research from interviewing some students at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur. There various factors that might have been because of the failure in grammar teaching. By interviewing an English teacher was found that the students were still unable to practice their English in their daily activity in their classroom. For example, the students were still unable to use English in writing sentence and translating, and they ask to compose a piece of writing because they were lack grammar and vocabulary: as a result, they had difficulties in translating and writing the sentence especially in past continuous tense.<sup>4</sup>

**Table 1**  
**Past Continuous Score of**  
**SMPN 1 Pasir Sakti Lampung Timur in 2017/2018.**

No.	Students' score	Number of students	Percentage
1.	< 75	21	65,6 %
2.	≥ 75	11	34,4%
Total		32	100 %

Source: *Document of Past Continuous Tense Score of SMPN 1 Pasir Sakti Lampung Timur.*

<sup>3</sup> Chomsky Noam, *Grammar*. 1950. Available online at <http://en.Wikipedia.org/wiki.grammar>. Accessed on January 9<sup>th</sup> 2018.

<sup>4</sup> Interview, *Date: 29 january, 29<sup>th</sup> 2018.*



From the table above, it could be said that the total number of students who got difficulty in past continuous tense ability were 65,6% from 21 students. In the other hand, just 34,4% who achieved the criteria minimum ability score.

Applying the effective method in teaching past continuous tense was valuable for the teacher and the best result for the students. Entrusted that Questioning Technique is the most effective method in teaching past continuous tense. Setiyadi states that “In teaching teenagers, the age level between childhood and adult, some assumptions about teaching English to children still apply to teaching this group but some assumptions about teaching adults may also work for them.<sup>5</sup> Different from children, teenagers may demand to know the rules and the meanings in their language. A method that entails understanding of grammatical rules, such as the Questioning Technique may be introduced to this group since they already have capacities for abstraction as a result”.

The advantages of this method are that the students get secure and familiar with English and they know how to express their idea in the target language without doubt. Being involved in learning grammar using the Questioning Technique, the students can practice or express their idea both in the written way.

Based on the problems above, the conducting research with the title is The Influence of Questioning Technique towards Students' Past Continuous Tense

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<sup>5</sup>Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: 2006.) p. 183.

Mastery at The Eighth Grade of SMPN 1 Pasir Sakti Lampung Timur In 2017/2018 Academic Year.

## **B. Identification of the Problem**

Based on the background of problem, there are any problems identified as follows:

1. The students had difficulty in understanding grammar especially past continuous tense.
2. The students could not make a sentence in past continuous tense.
3. The student's motivation in learning grammar especially past continuous tense is still low.

## **C. Limitation of the Problem**

Based on the identification above, the research focused only on the influence of Questioning Technique towards students' past continuous tense mastery.

## **D. Formulation of the Problem.**

This research is formulated the problem as follow:

Is there any significant influence of Questioning Technique toward students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur?

### **E. Objective of the Research**

Based on the formulation of the problem above, the object of the research is:

To know whether there is influence of Questioning Technique toward students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur.

### **F. Uses of the Research**

Based on the objective of the research, the use of the research are as follow:

1. To motivate the students of SMPN 1 Pasir Sakti Lampung Timur in studying English Grammar, Particularly past continuous tense.
2. To give information on the research about the influence of using Questioning Technique toward students' past continuous tense mastery

### **G. Scope of the Research**

The limitation scope of the research as follows:

1. Subject of the research

The subject of the research is the students of SMPN 1 Pasir Sakti Lampung Timur.



## 2. Object of the research

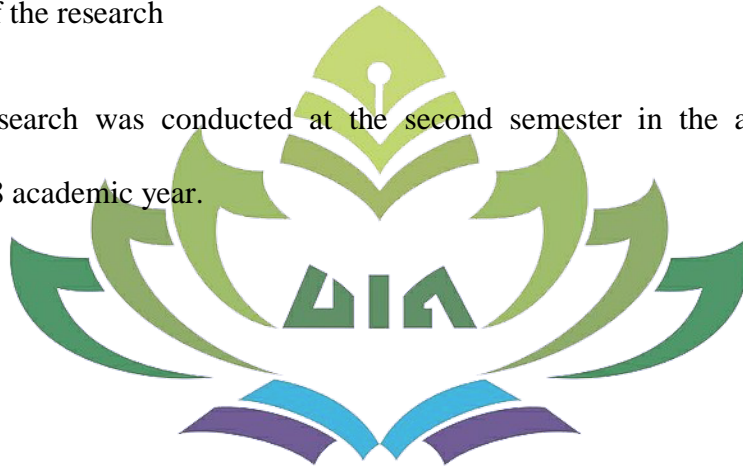
The object of the research is the use of Questioning Technique toward students' past continuous tense mastery.

## 3. Place of the research

The research was conducted at SMPN 1 Pasir Sakti Lampung Timur.

## 4. Time of the research

The research was conducted at the second semester in the academic year of 2017/2018 academic year.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Concept of Teaching English as a Foreign Language

Setiyadi stated that language teaching is influenced by ideas on the nature of language. Differences in language theories may affect the selection of the teaching material and differences in learning theories may affect the teaching methods.<sup>1</sup> It means that a method that is used on the assumption that we learn his native language (L1) will differ from one based on the assumption that learning a foreign is not the same as learning mother tongue.

Foreign language context is those in which students do not have name context of communication beyond their class room. They may be obtainable taught language clubs, special media opportunities. Books or occasional tourist, but effort must be made to create such opportunities.<sup>2</sup> A lot of factors can influence in teaching learning, English such us tale background, age interest, motivation of the student's and the classroom management. It also depends on the approach method and technique to get a good result or for better learning.

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<sup>1</sup> Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu: 2006.) p.20.

<sup>2</sup> Brown Douglas, *Teaching English Skill*, (California: Longman Sanfransisco, 2000.) p.160.

Teaching English as a foreign language should be based on students need. However communicative language teaching as an English foreign language context in clearly greater challenge for students and teacher which the implementation is based on motivator, and manager of the class, teacher should create the class by rich communication.

In teaching English, teachers must focus on the process of teaching and learning. They also must know what is happening in the classroom activities so the target of language will be reached well. In teaching English as a foreign language the teachers help and guide the students how to learn English easily. As Brown states that teaching is showing or helping someone to learn how to do something, guiding in the study of something providing with knowledge causing to know or understand.

Teaching English as a foreign language means that English is taught by people which English is not their mother tongue or their native language. Broughton said that in the rest of the world, English is a foreign language, that is taught in schools often widely, but it does not play an essential role in national or social life. In teaching English or other languages actually we have to teach the four skills. According to Brown, for more than six decades, research and practice in English language teaching has identified the “four skills”, they are listening, speaking, reading and writing.<sup>3</sup>

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<sup>3</sup> H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, (2<sup>nd</sup> Ed.), (New York: Longman: 2001.) p.16.



According to statements above, the assumed of teaching and learning English as a foreign language not so difficult if the learners do a lot of practice and are exposed to situation that content English elements on it. The students should practice their English regularly both inside the classroom and outside the classroom. The students can also participate in growth of the globalization era. The students study English in the school. It does not play in their daily activity but it has good intentions for the students.

## **B. Concept of Grammar**

### **1. Definition of Grammar.**

In important part of language teaching is grammar. There are some definitions about grammar according to experts. Thornbury stated that a language is acquired through practice; it is merely perfected through grammar.<sup>4</sup> According to Nelson, “grammar is study of how words to form sentences.”<sup>5</sup> Penny stated that grammar is sometimes defined as the way words are put together to make correct sentences.<sup>6</sup>

Grammar is one of skills that must be mastered by the students to learn English. Because the Grammatical rules of Indonesia language are different From English. So that, learning English grammar is very important to understanding English easier.

<sup>4</sup> Scott Thornbury, *How to Teach Grammar*, (Edinburgh gate: Longman, 1999.) p.25.

<sup>5</sup> Gerald Nelson, *English An Essential Grammar*, (New York : Roudledge, 200.1) p.1.

<sup>6</sup> Penny Ur, *A Course in Language Teaching (practice and theory,)* (Cambridge: Cambridge University Press: 1991.) p.75.

Brown said that grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence.<sup>7</sup>

Furthermore, Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentences. While Thornbury said grammar is a description of the rules that govern how a language's sentences are formed.<sup>8</sup> According to Harmer, "Grammar of language is description of the ways in which words can change their forms and can be combined into sentences in that language."<sup>9</sup> It meant that grammar is an important rules in language and of the ways in which word change their forms.

Grammar is also called as organization word is combined into sentences to express thought and feeling or to express the idea. It is supported Penny Ur said grammar may be roughly defined as the way language manipulates and combines words (or bits of word) in order to form longer units of meaning.<sup>10</sup> On other hand, Hartwell stated grammar is the set a formal patterns in which the words of a language are arranged in order to convey larger meaning.<sup>11</sup> It means that grammar covers the important rules in language; therefore every language has its own grammar. The users

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<sup>7</sup> Douglas Brown, *Op.Cit.* p.362.

<sup>8</sup> Thornbury, *Op.Cit* p.1.

<sup>9</sup> Jeremy Harmer, *The practice Of English Grammar Teaching*, (3<sup>rd</sup> Ed.) (Edinburgh Gate Longman: 2001.) p.12.

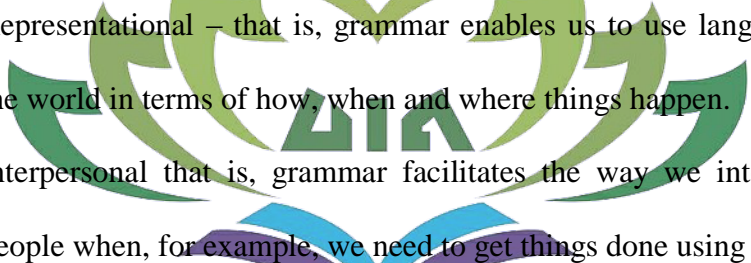
<sup>10</sup> Penny Ur, *Grammar Practice Activities: A practical guide for teachers*, (Cambridge: Cambridge University Press 988.)p.4.

<sup>11</sup> Patrick Hartwell, *Grammar, grammars and teaching of grammar*. Colledge English. Vol.47, no. 2 (Feb, 1985) p.105-127. Published by National council of teachers of English.r109.

of language cannot express their opinion or idea correctly if the sentences are not well arranged.

The place of grammar in the teaching of foreign language is controversial. Most people agree that knowledge of a language means, among other things, knowing its grammar; but this knowledge may be intuitive, and it is not necessarily true that grammatical structures need to be taught as such, or that formal rules need to be learned.

The kinds of meanings realized by grammar are principally:

- 
- a. Representational – that is, grammar enables us to use language to describe the world in terms of how, when and where things happen.
  - b. Interpersonal that is, grammar facilitates the way we interact with other people when, for example, we need to get things done using language.

From the explanation above, this research concluded that grammar is one of the elements of languages grammar is the structure of language that must be mastered. It is used in context of communication.

## **2. Scope of Grammar**

Grammar is a way of describing how the structure of language works to create meaning within texts. The role of grammar is more important when we have to speak or write in foreign language. When we spoke or wrote we had to produce utterances

or writing and at the same time we try to get our message understanding so that we can get the intended response.

In essence, grammar was the analysis of language element that conveys meaning. These element include sounds (phonetics and phonology), individual words (the lexicon), the constituent meaningful elements of words (morphology), the arrangement of words into phrases, clauses, and sentences (syntax), accent and stress (prosody), and the appropriate overall application of all these thing that was called tense. In English, tense was important to be learnt. If we knew tenses, it cloud be sure we knew all the grammar in English because all the grammar that we learn was inseparable from the word, so tense and grammar had a relation.

### 3. Procedure of Teaching Grammar

There were general steps for teaching grammar:

- a. Give a rule that is concerned with a specific area of grammar to the student.
- b. Explain the rule providing at least one example.
- c. Make students memorize the rule
- d. Ask the students memorize the rule
- e. Ask the student to give example depending on their understanding.
- f. Correct the example.<sup>12</sup>

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<sup>12</sup> Abdeslamb Outaleb, The Deductive-Inductive Approach to Teaching Grammar, (University Mohammed V de Rabat: 2015.) *journal* p.10-11, available.



### C. Tenses in English

In teaching grammar there are many sections one of them is tense. Tense is a category that locates a situation in time, to indicate when the situation takes place. Tense means time. However, it must be pointed out that time in relation to action is a concept that exists in the mind of the speaker, reader, or listener. Tense in actual usage, refers consistently only to grammatical form. Often tense and time do not correspond at all.<sup>13</sup> It means tense and time for showed situation time and place.

Tense is used to indicate an action in the specific time. Tense may indicate whether an action, activity, or state is past, present, or future.<sup>14</sup> Hornby said “ it means that tenses are important elements in learning English and tenses are a changing of the verb in a sentence that are related with time. Tense may also indicate whether an action, activity, or state is, was, or will be complete, or whether it is, was, or will be in progress over a period of time.”<sup>15</sup> It means in learning English there are sixteen kinds of tenses namely:

- |                       |   |
|-----------------------|---|
| 1) Simple present     | :( I study English)                         |
| 2) Simple past        | :( I studied English last month )           |
| 3) Simple future      | :( I will/shall study English next week )   |
| 4) Simple past future | :( I would/should study English last year ) |

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<sup>13</sup> George E. Wishon, and Julia M Burks, *Let's Write English*, ( New York : Litton Educational Publishing: 1980.) p.192.

<sup>14</sup> A.S Hornby, *Guide to Patterns and Usage in English*, ( Second Ed.), (New York : Oxford University Press: 1975.) p. 78.

<sup>15</sup> *Ibid.* p.80.

- 5) Present continuous : ( I am studying English )
- 6) Past continuous : ( I was studying English )
- 7) Future continuous : ( I will/shall be studying English )
- 8) Past future continuous : ( I would/should be studying English )
- 9) Present perfect : ( I have studied English )
- 10) Past perfect : ( I had studied English )
- 11) Future perfect : ( I will/shall have studied English )
- 12) Past future perfect : ( I would/should have studied English )
- 13) Present perfect continuous : ( I have been studying English )
- 14) Past perfect continuous : ( I had been studying English )
- 15) Future perfect continuous : ( I will/shall have been studying English )
- 16) Past future perfect continuous : ( I would/should have been studying English )

The kinds of tenses namely simple present tense, simple past tense and simple future tense, from explanation above the researcher concluded that tenses describe the timing of an action whether something is happening now, has happened, or will happen. In teaching of tenses can be made fun, it depends on method or teaching that taught the teacher in teaching grammar especially in tenses. There are sixteen tenses in learning English but only will be focus on Past Continuous Tense.

## D. Concept of Past Continuous Tense

### 1. Definition of Past Continuous Tense

Past Continuous Tense is to express a thing, activity or event that is being done or is happening at a certain moment in the past.<sup>16</sup> According to M.J Lado, Past Continuous Tense is used to declare actions, circumstances or events that are in progress in the past when other circumstances or actions occur.<sup>17</sup>

### 2. Functions of the Past Continuous Tense

- a. To reveal a thing, activity or event that is being done at a certain moment in the past, the time expression in the form of two time information such as clock, and description of the day. Example: I was having breakfast with family at 06:00 this morning.
- b. To express a thing, activity or event that the meaning continue. Example: the day was getting dark when it began to rain.
- c. To reveal a thing, or activity that is happening or is being done, when something, other event or event occurs. (The conjunction is when). Example: She was writing an application letter when I come into her room.

<sup>16</sup>Pardiyono, M.Pd. *Bahasa Inggris 16 Tense*, (Yogyakarta: C.V ANDI OFFSET, 2007.) p.71.

<sup>17</sup> M.J Lado. *Memahami Tenses Bahasa Inggris*. (Jakarta : Titik Terang, 2008.) p.53.

- d. To disclose two things or activities that is at a given moment and simultaneously being performed or in progress. Example: I was reading magazine while my father was watching football game on TV.<sup>18</sup>

### 3. Formula and of the Past Continuous Tense

The used by Past Continuous Tense is was and were.

Was + Verb-ing + Transitive / Intransitive + When

Example: Transitive Verb

Example: Intransitive

... was calling her friend

... was standing under the tree

... was reading a magazine

... was walking to school

Positive	Negative	Interrogative
S+was/were+v-ing	S+was/were+ <b>not</b> +v-ing	was/were+s+v-ing?
I was sleeping	I was not sleeping	Was I sleeping?
She was sleeping	She was not sleeping	Was she sleeping
We were sleeping	We were not sleeping	Were we sleeping?
They were sleeping	They were not sleeping	Were they sleeping?

Example:

Positive: At eight o'clock last night, I was studying.

<sup>18</sup> *Ibid*, p.72-73.

: Last year at this time, I was attending school.

: Rita was standing under a tree when it began to rain.

Negative: At eight o'clock last night, I was not studying.

: Last year at this time, I was not attending school.

: Rita was not standing under a tree when it began to rain.

Interrogative: Was you studying at eight o'clock last night.

: Was you attending school, last year at this time.

: Was Rita standing under a tree when it began to rain.

Notes:

I, She, He, It (was) and You, We, They (were)

#### 4. Past Continuous Tense Mastery

Azar stated that the past continuous tense is both actions occurred at the same time, but one action began earlier and was in progress when the other action occurred.

Some time the past progressive is used in both parts of sentences when two actions



are in progress simultaneously.<sup>19</sup> For example, I was walking down the street when it began to rain.

Anderman and Guskey stated that mastery is term that all educators use and believe they understand well or simply reaching a certain level of understanding of particular content.<sup>20</sup> The Oxford English Dictionary defines mastery as “comprehensive knowledge or skill in a particular subject or activity”<sup>21</sup>. From these theories it can be concluded that mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.

Here are, the example of Regular and Irregular verb:

Regular Verb		Irregular verb	
Play	Was playing	Break	Was breaking
Climb	Was climbing	Buy	Was buying
Call	Was calling	Get	Was getting
Listen	Was listening	Have	Was having
Fall	Was falling	Drive	Was driving
Clean	Was cleaning	Speak	Was speaking

<sup>19</sup> Betty S.Azar, *Understanding and Using English grammar* (3<sup>rd</sup> Ed), (New Jearsey: Pearson Education, 1999), p. 28.

<sup>20</sup> Thomas R. Guskey, Eric M. Anderman, Educational Leadership “In Search of a Useful Definition of Mastery” *journal*. (December 2013).

<sup>21</sup> Oxford University, *Oxford Learner’s Pocket Dictionary*, (3<sup>rd</sup> Ed), (New York: Oxford University press: 2003), p. 351.

The time signals that use in this form are:

Yesterday

Last afternoon

All day yesterday

At the time

At this time yesterday

At ten o'clock last night

At seven o'clock yesterday.

## **E. Concept of Question**

### **1. Definition of Question**

A question is any sentence which has an interrogative form or function. In classroom settings, teacher questions are defined as instructional cues or stimuli that convey to students the content elements to be learned and directions for what they are to do and how they are to do it.

The present review focuses on the relationship between teachers classroom questioning behaviors and a variety of student outcomes, including achievement, retention, and level of student participation. This means that certain other subtopics within the general area of questioning are excluded from the present analysis. It does not deal, for example, with the effects of textual questions or test questions, and it is only incidentally concerned with methods used to impart study skills, including questioning strategies, to students.

According to Oxford Learners Pocket Dictionary, question is sentence, phrase, etc that asks for information.<sup>22</sup> A question may be either a linguistic expression used to make a request for the information. This information may be provided with an answer.<sup>23</sup> So, the question is sentence, phrase or gesture that is used to get or ask information about the topic. Questioning skills are essential to good teaching. Teachers often use questions to ensure that students are attentive and engaged, and to assess students understanding. Teachers not only need to have a clear intent for questioning, but also need to learn how to ask the right questions. To guide students on the learning process, it is essential to question on learning outcome (content) as well as students thinking and learning processes.<sup>24</sup> Patsy and Nina Spada stated that questions are fundamental in engaging students in interaction and in exploring how much they understand.<sup>25</sup>

Nunan, et.al also stated in his book that teachers ask a lot of questions. In fact, the standard interactional pattern in the classroom is one in which the teacher asks a question, one or more students respond to the question, and the teacher evaluates the response. It has been pointed out that the classroom is one of the few places where the persons asking the questions already know (or thinks they know) the answers. In

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<sup>22</sup> Oxford , p. 345.

<sup>23</sup> Question, [http://en.wikipedia.org/wiki/Question#Questions\\_and\\_answers](http://en.wikipedia.org/wiki/Question#Questions_and_answers) accessed on Thursday, Januari 11th, 2018 at 14.05.

<sup>24</sup> Nachamma Sockalingam, Questioning Skills to Engage Students from <http://www.facultyfocus.com/articles/teaching-and-learning/questioning-skills-to-engage-students/> accessed on Thursday, Januari 11th, 2018, at 20.00.

<sup>25</sup> Patsy M. Lightbown and Nina Spada, *How Languages are Learned*, (3<sup>rd</sup> Ed,) (New York: Oxford University Press: 2006.), p. 130.

terms of management of learning, questions fulfill numerous functions in the classroom. They can be used to elicit information, to check understanding, and also to control behavior.<sup>26</sup>

Wajnryb also stated that language teachers ask a lot of questions. Sinclair and Coulthard found that questions are one of the commonest types of utterance in the discourse of classrooms. Questions can have different purposes, for example, socializing, scene setting, checking vocabulary, checking learning and seeking opinion.<sup>27</sup>

## 2. Types of Question

There are three types of question:

### a) Yes/no questions

A yes/no question is a question that can be answered by “yes” or “no” (or their equivalents, such as “yeah” or “nah”, and “uh huh” or “huh uh”).<sup>28</sup>

For example:

1. Were you sleeping at 7 o'clock when Sinta coming to your house?

-Yes, I was. (I'm sleeping at 7 o'clock when Sinta coming to my house)

<sup>26</sup> David Nunan and Clarice Lamb, *The Self-directed Teacher* (Managing the Learning Process), (Cambridge University Press: 1996.), p. 80.

<sup>27</sup> Ruth Wajnryb, *Classroom Observation Task* (A resource book for language teachers and trainers), (Cambridge University Press: 1992.) p. 46.

<sup>28</sup> Betty Schramper Azar, *Fundamentals of English Grammar*, (2<sup>nd</sup> Ed.), (New Jersey: Regents/Prentice Hall: 1992.), p.124.

-No, I was not. (I was not sleeping at 7 o'clock when Sinta coming to my house).

### **b) Question-Word Questions**

Question-Word Question is a question that asks for information by using a question word:

Where, when, why, who, whom, what, which, whose, and how, they cannot be answered with a yes or no.<sup>29</sup>

For example:

1. What is your roommate doing? She is studying
2. Where do you live? I live there

### **c) Tag questions**

A tag question is a question that is added into the end of a sentence and usually does not need the answer. An auxiliary verb is used in a tag question. When the main verb is affirmative, the tag question is negative. When the main verb is negative, the tag question is affirmative.<sup>30</sup>

For example:

1. You are a student, aren't you? Yes, I am.

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<sup>29</sup> *Ibid* p.128.

<sup>30</sup> *Ibid*, p.156.



2. She is very beautiful, isn't she? Yes, She is.

#### **d) Use of Basic Questioning**

When we get in front of students, we present ourselves to be the ones with all the answer, and then after we talk to the students, we start asking questions as if we do not know anything we just talked about. No wonder students get confused. As teachers, we need to come to grip with the fact that we really do not know everything, and there is no reason to assume that the students know nothing.<sup>31</sup>

Whereas the primary purpose of questions is to gain answers. The Purposes of question are as follows: question can help the teacher to measure how effectively pupils are learning, assisting the teacher in forward planning, question can be used to involve students in on-going class work, giving students opportunities to articulate their understanding, improving the students' communication skills, stimulating the imagination into creative thinking, they can foster curiosity and support problem-solving also.<sup>32</sup>

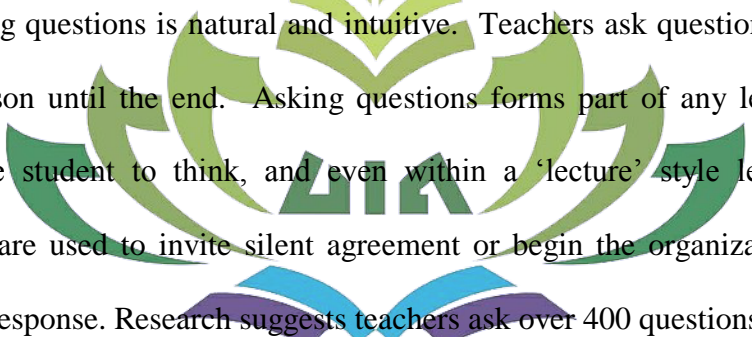
Before starting the lesson, used the basic questioning to stimulate the student's in order to involve them in the teaching learning activity, like when the teacher teach about Past Continuous Tense. First of all, the teacher is better to ask some questions

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<sup>31</sup>Ben Johnson, "The Right Way to Ask Questions in the Classroom", from <http://www.edutopia.org/asking-Questions> , accessed on Thursday, January 11th, 2018, at 14.30.

<sup>32</sup>Learning and Teaching Toolkit Questioning, From <http://www.highland.gov.uk/learninghere/supportforschoolstaff/lit/issuepapers/lit-questioning.htm>, accessed on Friday, January 12<sup>th</sup>, 2018, at 11.23.

related to the topic. Then the teacher may ask the students to share their experience with their friends and discuss it together. After that, the teacher explains about Past Continuous Tense itself. Those activities will make all the students have a guideline about the Past Continuous Tense, so it will make the lesson more effective and interesting. Give an example first, and then give some questionings. Here, the use of basic questioning is to give a stimulus to make the student's get an idea about the lesson that will be discussed. The teacher starts the lesson from the easiest to the most difficult one. So there is a systematic pattern that is used by the teacher.



Asking questions is natural and intuitive. Teachers ask questions from the start of the lesson until the end. Asking questions forms part of any lesson because it invites the student to think, and even within a 'lecture' style lesson, rhetorical questions are used to invite silent agreement or begin the organization of ideas to present a response. Research suggests teachers ask over 400 questions a day.

Teachers use questions to engage the students and sustain an 'active' style to the learning. The teacher also uses questions as part of the assessment of learning in order to determine how they best structure, organize and present new learning. However, research has found that many teachers wait only for 0.9 seconds before seeking an answer. Developing questioning approaches, requires much greater emphasis on the time provided for students to think individually, collaboratively and deeply to enable them to develop answers and to share better answers. This will improve their thinking and engagement.

## F. Concept of Questioning Technique

### 1. Definition of Questioning Technique

One of the constructivist approaches of learning that is Questioning technique. It refers to question management for students that invites them to express their sympathetic it is expected to provide solutions by motivating students' engagement, filling up the fade memories of prior knowledge, and improving the English skills. Questioning technique turns the passive activity resulting from the lecture-based learning into active activity that fulfils a fruitful effectiveness of students in studying.<sup>33</sup>

Disclosed by Chad Giacomozzi in the journal Questioning techniques is a key element of the interactive classroom which as constantly being invented and revised to help facilitate active learning. Active learning puts the responsibility of learning on the learners themselves, report *Active Learning: Creating Excitement in the Classroom* as a method to increase student retention of material. Questioning when used effectively can also serve as an assessment technique, helping teachers determine what students know and sympathetic.<sup>34</sup>

From the explanation above, concluded that questioning is a key aspect of the teaching and learning process. Questioning is crucial to the way teachers manage the

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<sup>33</sup> Papada Lyn Pitchayachananon, PhD. The Effectiveness Of Questioning Technique On Students In The Subject Of Bsc 364 International Business, Sripatum International College. *At journal National And International Sripatum University Conference 2016* .p.37.

<sup>34</sup> Chad Giacomozzi, Questioning Technique, *United States Military Academy, West Point, NY, 2007*.

class, engage student's with content, encourage participation and increase understanding. Question can be used to get the information, checking the students understanding, stimulating the students to think more, and asking the students opinion also.

## 2. The Procedure of Questioning Technique

Observe to Robinson, the procedures of questioning technique are:

### a. Pre-activity

- Greet to the student's
- The teacher should motivate the student's and put them at ease so they will not feel threatening in following the lesson and ready to learn.
- The teacher explains a bit about the materials so the students know what they are going to learn.

### b. While-activity

- The teacher gives the materials to the student's and the example.
- The teacher asks the student's to make some questions about the materials, which they have not understood.
- The teacher asks to students to write the questions about the materials, which they have created.
- The teacher reads out the questions the student has finished and asks the students to move up their hands if they have the same trouble.

- The teachers help student's to answer some of the trouble they have about the materials.
- In the following meeting, the teacher reviewed their trouble after checking and giving feedback on their trouble.

### c. Post-activity

- The teacher asks the student's to make a sentence about the materials.
- The teacher gives points in every answer and questioning made by the student's about the materials.<sup>35</sup>

## 3. Procedure of Teaching Past Continuous Tense Using Questioning Technique

From the procedure of questioning technique above in this research was make procedure, because the procedure of questioning technique will not be so effective if only the teacher asks question.

The procedure of teaching past continuous tense using questioning techniques are:

### 1. Pre-activity

- a. Greet to the students.
- b. The teacher should motivate the students and put them at ease so they will not feel threatening in following the lesson and ready to learn.

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<sup>35</sup> Hartman, *How to teach Questioning Technique*, (Longman, London: 1996.) p.49



- c. The teacher explains a bit about the materials so the students know what they are going to learn.

## 2. While-activity

- a. The teacher gives the materials to the students and the example about past continuous tense.
- b. The teacher communicates the use of questioning technique (students not only ask questions but also answer questions from the teacher and other students)
- c. The teacher asks the students about past continuous tense.
- d. The teachers give a time to think through the answers, so as to formulate systematically.
- e. The teacher give score to the student who will try to make question and answer question about past continuous tense materials.
- f. This technique should take place in a quiet atmosphere, and not in a tense and unhealthy competition between the students.
- g. The questions can be directed to student in the class, teachers need to inspire shy or quiet students, while students who are clever and courageous answer need to be controlled to allow others.
- h. In the following meeting, the teacher reviewed their material after checking and giving feedback on their material.

### 3. Post-activity

- a. The teacher asks the students to make a sentence about Past Continuous Tense.
- b. The teacher gives points in every answer and questioning made by the students about Past Continuous Tense material.

### 4. Strengths and Weaknesses of Teaching Past Continuous Tense Using Questioning Technique

The strengths and weaknesses of teaching past continuous tense using questioning technique. According to Jacob Amen Martin, there are some of strengths and weaknesses of using questioning, they are as follow:<sup>36</sup>

#### 1. Strengths

- a. Classes will live because students actively think and convey they opinion with talking.
- b. Very good to train students to dare to express they opinion.
- c. Will bring the class into the atmosphere of discussion.

#### 2. Weaknesses

- a. With question and answer sometimes the conversation deviates from the subject when asking a question, the student alludes to other things although it has

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<sup>36</sup>Jacob Amen Martin, advantages of questioning Available Online at: <http://www.en.wikipedia.org/wiki/questioning>, 2008 on friday, fabuary 02th, 2018, at 19:45.

something to do with the subject in question. In this case it is often uncontrolled that it creates new problems.

- b. It takes a lot of time in the teaching questioning process from teacher to the students.

## 5. Concept of Inductive Technique

### 1. Definiton of Inductive Technique

Nowadays, here are many ways in teaching tense that can be applied one of them is by using inductive technique. According to Harmer Inductive technique is known as a “bottom up” approach. In other words, Harmer also stated about inductive technique, without having met the rule, the learner studies examples and from this example derived an understanding of the rule.<sup>37</sup> This technique makes the students try to derive the rules by themselves.

### 2. Procedure of Inductive Technique in Teaching Past Continuous Tense

According to Allen and Valette, there are three steps of implementation in teaching grammar inductively.<sup>38</sup>

#### a. The examples' presentation

When teachers use inductive technique in teaching grammar, they should give the examples at the first time before giving the formula or rule. They give some

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<sup>37</sup>Jeremy harmer, *how to Teach grammar*, (Malaysia: Longman:1999.) p.49.

<sup>38</sup> Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as a Second Language*, (New York: Harcourt Brace Jovanovich, 1977), p. 90.

examples that make sense or contextual in order to make students can understand that matter easily.

**b. Oral or written practice**

After teachers give the examples of the pattern that they teach at that time, students practice to make other examples of the pattern that they learn.

**c. Identifying the rule of pattern**

It can be teachers that state the rule and guide their students in identifying the rule, or students can formulate the rule by themselves.

**3. Strengths and Weaknesses of Using Inductive Technique**

**1. Strengths**

There are some strengths of using Inductive technique:

- a. Using inductive instruction makes rules become more meaningful, memorable, and serviceable.
- b. Using inductive instruction can ensure students' cognitive depth, i.e. in memorizing.
- c. Students become more active in teaching and learning process.
- d. Inductive technique is suggested for students who like challenging activity as pattern recognition and problem solving.
- e. Inductive technique makes extra language practices if can be done collaboratively and in target language.
- f. Inductive instruction prepares students' autonomy.

## 2. Weaknesses

There are some weaknesses of using Inductive technique:

3. Using inductive instruction can spend more time in teaching and learning process.
4. The time spent can make less practice for the students to make other examples of the pattern.
5. Students can be wrong if identifying the rule without guidance by their teachers.
6. Inductive instruction can place heavy demands in planning lesson for teachers.
7. Inductive instruction can frustrate students who prefer like to be told the rule.<sup>39</sup>

## 6. Frame of Thinking

Based on the frame of theories, it can be assumed that students' past continuous tense mastery is still low. In fact, they still find difficulties in constructing sentences in past continuous tense form. To solve this problem, in learning grammar, in this case past continuous tense, the teachers need to implement a technique that can help the students to understand the material given easily. Besides, the teachers also need a technique to make the teaching learning activity more attractive and more interesting both for students and for the teachers themselves.

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<sup>39</sup> Thornbury, *op. cit*, p. 54.

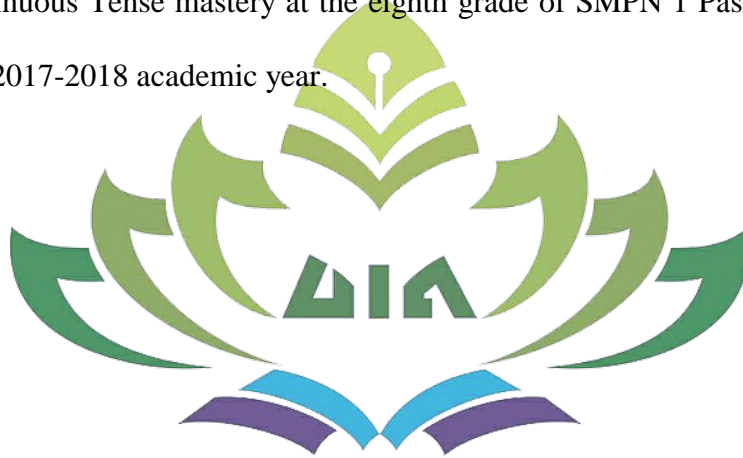


## 7. Hypothesis.

Based on the theories and the frame thinking above, the hypothesis as follow:

$H_a$  = There is a significant influence of Questioning Technique towards students' Past Continuous Tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur In 2017-2018 academic year.

$H_o$  = There is no significant influence of Questioning Technique towards students' Past Continuous Tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur In 2017-2018 academic year.



## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

In this research used experimental design especially the pre-test and post-test control group design which intended to see the student's mastery of past continuous tenses used questioning technique. Setiyadi said that "Quasi experiment has three criteria, namely: 1) there is control group, 2) both of the subjects are chosen by random, 3) present is given to see the beginning student's ability of both groups."<sup>1</sup> The design used three classes, one as the experimental technique and the other as the control class and which taught by using a different technique and the last try out class. This design are use pre test to find out students initial ability before the treatment.<sup>2</sup>

From the statements above, this research used quasi-experimental design to know the influence of Questioning Technique towards students' past continuous tense. Therefore, when randomized design is not efficiency, this research used quasi experimental design.

In this research used two classes, one as an experimental class that given a treatment by using Questioning Technique and the other one as a control class that taught by

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<sup>1</sup> Ag Bambang Setiadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Jogjakarta: Graha Ilmu, 2006.) p.141.

<sup>2</sup> *Ibid*, p.143.

using the technique that has been applied by English teacher there. The research design can be presented as follows:

**Table 2**  
**Prettest and Posttest Design**

Select Control Group	Pre-test	No Treatment	Post-test
Select Experimental Group	Pre-test	Experimental Treatment	Post-test

*Pre and Posttest design adapted from John W. Creswell*

In this research used two classes as the sample of this research consisting of experimental class and control class. The experimental class taught by using Questioning Technique as a treatment (X) and the other one as a control class was taught by using inductive technique as a technique (Y). In this research, the two groups give a pretest before treatment to know the students' early achievement in present perfect mastery. After that, the two groups give posttest after treatment.

## **B. Variable of the Research**

In this research, there were two variables, namely:

1. The independent variable is Questioning Technique (X).
2. The independent variable is students' past continuous tense mastery (Y)

### C. Operational Definition of Variable

The operational definition variable in this research as follows:

1. Questioning technique is a technique to know students' understanding.

Questioning technique not merely a pedagogical tool to elicit evidence of students' understanding but also a means to improve their understanding.

2. The students' past continuous tense ability is skill or quality of understanding past continuous tenses that expressing habitual actions.

### D. Population and the Sample

#### 1. Population of the research

The Populations of this research was the eighth grade of students SMPN 1 Pasir Sakti Lampung Timur In 2017-2018. The total numbers of the students are 153 students that consisted of five classes.

**Table 3**  
**Population of the students at the eighth grade of students SMPN 1 Pasir Sakti Lampung Timur In 2017-2018 Academic Year**

No	Class	Score		Total
		Male	Female	
1	VIII A	15	15	30
2	VIII B	17	15	32
3	VIII C	15	14	29
4	VIII D	17	14	32
5	VIII E	4	28	32
<b>Total of student's</b>		<b>67</b>	<b>86</b>	<b>154</b>

*Source: Data of SMPN 1 Pasir Sakti Lampung Timur*

## 2. Sample of the Research

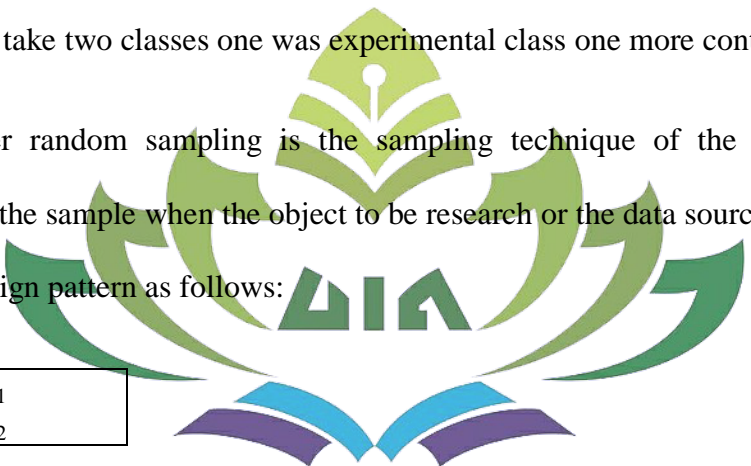
The result of the research used as the sample VIII E as the experimental class and VIII B as the control class.

### E. Sampling Technique of the Research

The research used the cluster random sampling technique in determining the subject of the sample, because in this sampling technique, give the same right to every subject to get chance to be selected as the sample. The result of the sampling technique, take two classes one was experimental class one more control class.

Cluster random sampling is the sampling technique of the area is used to determine the sample when the object to be research or the data source is very wide.<sup>3</sup>

With a design pattern as follows:



R	X	O <sub>1</sub>
R		O <sub>2</sub>

Notes:

R : Randomly selected class

X : The treatment

O<sub>1</sub>: Class Experiment

O<sub>2</sub>: Class Control<sup>4</sup>

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<sup>3</sup> Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: ALFABETA. Cv, 2011.) p.83.

<sup>4</sup> *Ibid*, p.76.

## F. Data Collecting Technique

In collecting the data, this research used some technique, they are:

### 1. Pre-test

Pre-test was done to know the students' past continuous tense mastery before the treatment. The test used multiple choice test which the total numbers of the test is 40 items with options are a, b, c, or d.

### 2. Post-test

Post-test was to know the students' past continuous tense mastery they are taught by using Questioning Technique and know whether there is significant influence of Questioning Technique to word students' past continuous tense mastery or not.

## G. Instrument of Collecting the Data

The instrument of data used in collecting data is test the test consist of 40 items, in this research used multiple choice test which the total numbers of the test is 40 items with options are a, b, c, or d. the test consisted of past continuous tense with positive, and interrogative form, the used of verbal and nominal sentence in past continuous tense and time signals.

**Table 4**  
**Specification of Pre-test before Validity**

Aspects	Even number	Odd number	Even number distribution	Odd number distribution
Positive	4	4	2,4,6,8	1,3,5,7
Negative	4	4	10,12,14,16	9,11,13,15
Interrogative	4	4	18,20,22,24	17,19,21,23



Time signal	4	4	26,28,30,32	25,27,29,31
Question Word	4	4	34,36,38,40	33,35,37,39
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

**Table 5**  
**Specification of Pre-test after Validity**

Aspects	Even number	Odd number	Even number distribution	Odd number distribution
Positive	2	3	6,8	1,3,5
Negative	3	2	10,14,16	11,13
Interrogative	3	2	18,21,24	19,23
Time signal	2	3	26,28	27,29,31
Question Word	3	2	34,36,40	35,38
<b>Total</b>	<b>13</b>	<b>12</b>	<b>13</b>	<b>12</b>

**Table 6**  
**Specification of Post-test before Validity**

Aspects	Even number	Odd number	Even number distribution	Odd number distribution
Positive	4	4	2,4,6,8	1,3,5,7
Negative	4	4	10,12,14,16	9,11,13,15
Interrogative	4	4	18,20,22,24	17,19,21,23
Time signal	4	4	26,28,30,32	25,27,29,31
Question Word	4	4	34,36,38,40	33,35,37,39
<b>Total</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

**Table 7**  
**Specification of Post-test after Validity**

Aspects	Even number	Odd number	Even number distribution	Odd number distribution
Positive	2	3	2,6	3,5,7
Negative	3	2	12,14,16	9,13
Interrogative	3	2	18,20,22	17,21
Time signal	4	1	26,28,30,32	25
Question Word	2	3	36,38	33,37,39
<b>Total</b>	<b>14</b>	<b>11</b>	<b>14</b>	<b>11</b>

## H. Research Procedures.

The procedure of the research as follows:

### 1. Planning

- a. Determining the subject of the research.

The subjects of the research were the student on the second semester of the Eighth grade of SMPN 1 Pasir Sakti Lampung Timur.

- b. Preparing Try out the test

The preparing a kind of test (called try-out) that was given to the students.

The preparing try out test for pre-test and post-test, the total numbers each of test are 80 items with options a, b, c, and d, 40 for pre-test and 40 for post-test.

- c. preparing pre-test

The prepared pre-test that was has given to the students. The pre-test that was given to the students based on the question select in the try out.

- d. Determining the material to be taught

The determining the material to be taught to the students, that is past continuous tense. Giving treatment using Questioning Technique for Experimental class and inductive technique for control class.

- e. Preparing post-test

The preparing a kind of test called post-test that was given to the students. By giving post-test the knowing the students' improvement in their Past continuous tense mastery or not

## 2. Application

After making the plan, the applied the research procedure that already planned.

There were some steps in doing this research they were:

- a. In the first meeting, giving pre-test. This test in the form of Past continuous tense that consist of 25 items.
- b. In the second meeting, after was given the pre-test to the students. The conducted was the 3 treatment by using Questioning Technique for experimental class and inductive technique for control class.
- c. In the last meeting, was given post-test to the students. The test was multiple choice with 4 options a, b, c, and d. The total numbers of the test items were determined by the validity and reliability analysis of the try out. After being determined by the validity and reliability, there were 25 question of post-test.

## 3. Reporting

The last step that should be done in the research procedure was reporting. There were as follows:

1. Analyzing the data received from try out.
2. Analyzing the data received from pre-test and post-test.
3. Making a report based in the findings.

## I. Scoring System

Before getting score, this research determined the procedure to be used in scoring the students work. In order to do that used Arikunto's formula. The ideal highest score is 100.

The score of pre-test and post-test calculated by using the following formula:

$$S = \frac{r}{n}100$$

Notes:

S : The score of the test

r : The total of the right answer

n : The total items<sup>5</sup>

## J. Validity of the Test

Arikunto said, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.<sup>6</sup> According Setiyadi that generally validity is a measurement to show how far the measurement measures something that must be measure.<sup>7</sup> To measure whether the test has good validity or not, used content validity and construct validity. They are:

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<sup>5</sup> Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik*, (Jakarta: rineka Cipta, 2006.) p.271.

<sup>6</sup> *Ibid*, p.211.

<sup>7</sup> Ag. Bambang Setiyadi, *Metode Penelitian untuk Pelajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta: Graha Ilmu, 2006), p.22.

### 1. Content Validity

Setiyadi said, content validity associate with all the items contain in a measuring instrument.<sup>8</sup>It means that, to get content validity the test adapt with an English teacher and the students book that the test apportion with the material taught to the student's. In other words, made the test base on the material in 2006 of English curriculum for Junior High School.To know whether the test has a good validity, the items of the test discuss with the expert (the English teacher of SMPN 1 Pasir Sakti Lampung Timur).

### 2. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct.<sup>9</sup> It means construct validity concerned with whether the test is actually in line with the theory or not. Then the items should really show whether they have past continuous tense that has been taught or not, and should really measure the students past continuous tense mastery. To know whether the test have a good construct validity, the items of the test will be consult to the English teacher of SMPN 1 Pasir Sakti Lampung Timur.

### 3. Item Validity

Item validity is used to measure whether the items of the test are valid or not. In this research used *pearson correlation* to calculated the data which take from the try out.

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<sup>8</sup>*Ibid*, p.23.

<sup>9</sup>James Schreiber & Kimberly Asner-Self, *Educational Research*, (USA: John Wiley & Sons, Inc: 2011) p.114.

Product moment correlation is one technique to find correlation between two variables that are frequently used. Correlation technique developed by Karl Pearson, which accordingly often known as *Pearson correlation* technique.<sup>10</sup>

The formula for the validity is as follows:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes:

$r_{xy}$  = correlation coefficient between symptoms, x and symptoms, y  
 $\sum xy$  = number of products of x and y<sup>11</sup>

#### K. Reliability of the Test

Reliability means that scores from an instrument are stable and consistent.<sup>12</sup> A test is reliable if the test is able to give constant result eventhough the test is given repeatedly to the same individualsor sample. Reliability test consistent and dependable. The issue of reliability of a test may best be addressed by considering a numbers of factors that may contribute to the unreliability of a test. Consider the following possibilities fluctuations in the student's, in scoring, in test administration and the test itself.<sup>13</sup> In this research, used *Anatest* to calculate the reliability of the test.

<sup>10</sup> Prof.Drs Anas Sudijono, *Statistik Pendidikan*, ( Jakarta: PT Raja Grafindo Persada: 2008.) p.190.

<sup>11</sup> Prof. Drs. Sutrisno Hadi, MA, *Metodologi Research*, ( Yogyakarta: 2004.) p.301.

<sup>12</sup> Creswell, *Op.Cit*, p.159.

<sup>13</sup> Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco Longman 2003.) p.20-21.



Below are the criteria of reliability test:

0.800 – 1000	: Very high
0.600 – 0.800	: High
0.400 – 0.600	: Medium
0.200 – 0.400	: Low
0.0 – 0.200	: Very low <sup>14</sup>

## L. Data Analysis

### 1. Normality Test

In analyzing the data, the normality test should be conducted for further investigation. The normality test used to show whether the sample of data comes from normal distribution or not<sup>15</sup>. It means the data which collected should be indicated as a normal. In this research, the statistical computation by using SPSS (*Statistical Program for Social Science*) is used to know whether the data is normal or not. SPSS test is based on Kolmogorov-Sminov test and Shapiro-Wilk<sup>16</sup>. Thus, the result of the test should be  $\geq 0.05$ .

The hypotheses for normality test were:

$H_0$ : The sample is originated from population which has normal distribution.

$H_a$ : The sample is not originated from population which has normal distribution.

While the criteria acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

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<sup>14</sup> *Ibid*, p.75.

<sup>15</sup> M. Ali Gunawan. 2015. *Statistik Penelitian Bidang Pendidikan, Psikologi dan Sosial*. Yogyakarta: Pratama Publishing. p. 65

<sup>16</sup> *Ibid*, p. 74

## 2. Homogeneity Test

After administering the normality of the data into SPSS (*Statistical Program for Social Science*) test, it is necessary to check whether the data was homogenous or not. Homogeneity test is done to know whether the samples from population have equivalent variant or not<sup>17</sup>. It means the data should be considered as homogenous after we have checked normality test by using SPSS. The result of the test should be  $\geq 0,05$ . The test of homogeneity used Levene statistic test. The hypothesis for the homogeneity test are:

$H_0$ : The variance of the data is homogenous.

$H_a$ : The variance of the data is not homogenous.

While the criteria acceptance or rejection of normality test are:

$H_0$  is accepted if  $\text{Sig.} \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} \leq \alpha = 0.05$

## 3. Hypothesis Test

The hypotheses are:

$H_0$  : There is no significant influence of Questioning Technique toward students' past continuous tense mastery.

$H_a$  : There is significant influence of Questioning Technique toward students' past continuous tense mastery.

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<sup>17</sup> *Ibid*, p. 75.

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Test

#### 1. Result of Control Class

The data was gotten in the form of score. The score was derived from test. There were two tests in this research, they are pre-test and post- test. This research used SPSS Statistic 22.00. The result of control class as follow:

**Figure 1**  
**The Result of Pre-test of Control Classr**

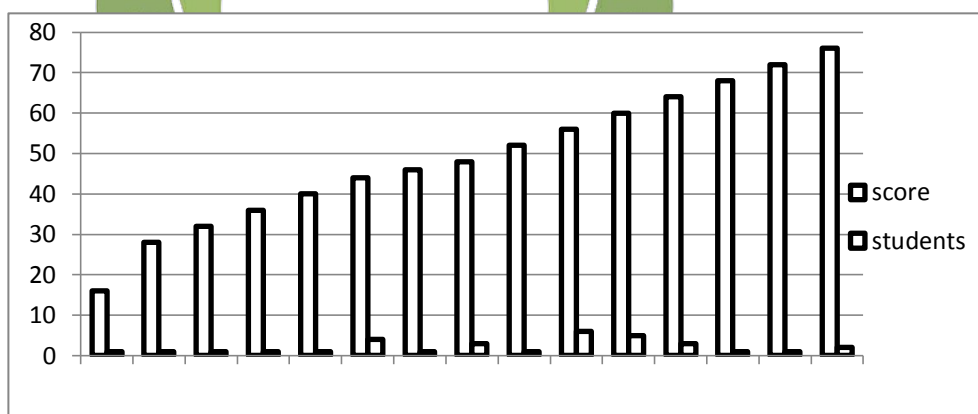
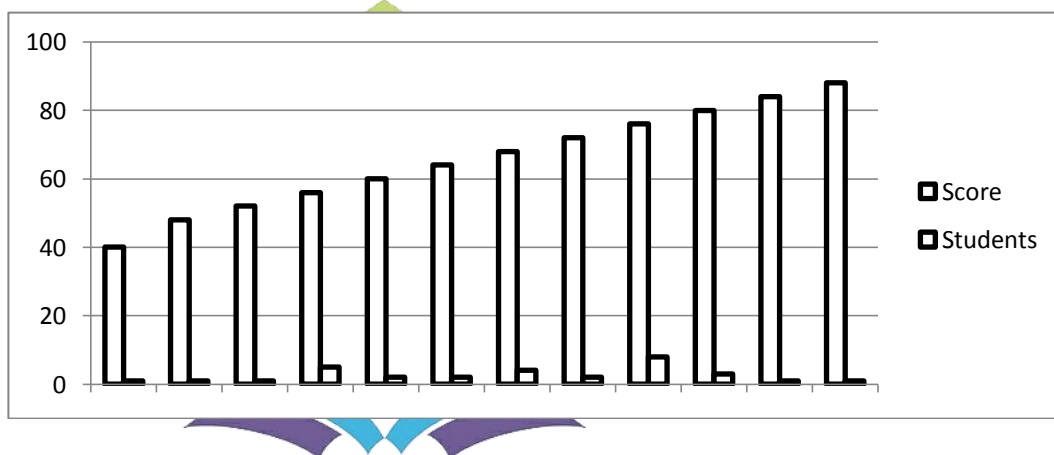


Figure I show the result of the pre-tests. The lowest score is 16 and the highest score is 76. Related with the students' score in pre-test control class there was measuring of statistic. It show the result mean of pre-test in control class was 52,8 Std. Dev= 13,5 N=32 minimum score=16 and maximum score 76.

From the figure 1, the total number of students in failed category is higher than in passed category. There were 30 students in failed category and there were 2 students in passed category. It can be inferred that in achievement of the students in learning grammar mastery especially in past continuous tenses low because the criteria of minimum mastery (KKM) in SMPN 1 Pasir sakti is 75.

**Figure 2**  
**The Result of Post-test in Control Class**



The figure II, show the result of the pre-tests. The lowest score is 40 and the highest score is 88. There were 2 student who got score 40. Related with the students' score in post-test control class there was measuring of statistic. It show the result mean of post-test in control class was 68,5, Std. Dev= 11,8, N=32 minimum score 40 and maximum score 88.

From the figure II, the total number of students in failed category is lower than in passed category. There were 19 students in failed category and 14 students in passed category. It can be inferred that in achievement of the students

in learning grammar mastery especially in past continuous tenses is low because the criteria of minimum mastery (KKM) in SMPN 1 Pasir sakti is 75.

## 2. Result of Experimental Class

In experimental class, the data was gotten in the form of score. The scores were derived from the tests. There were two tests in this research, they were pre-test and post- test. The result of experimental class as follow:

**Figure 3**  
**The Result of Pre-test in Experimental Class**

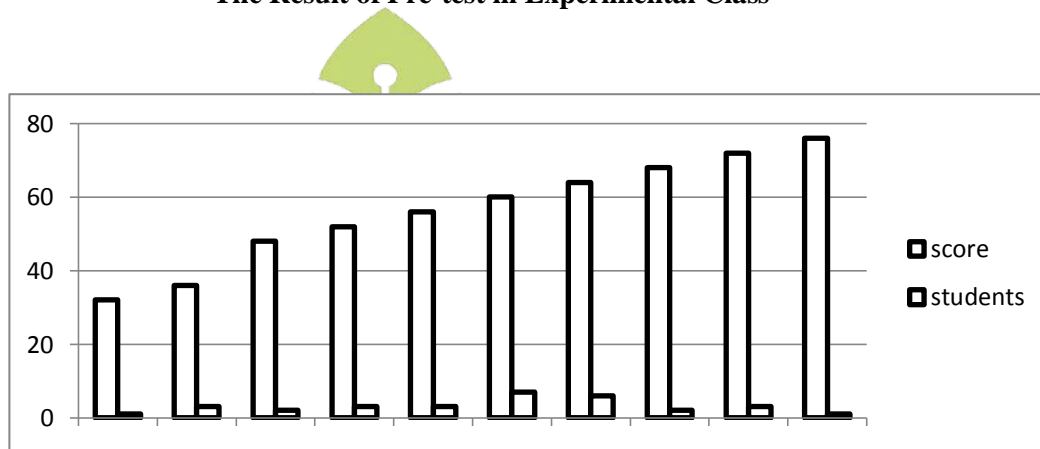


Figure III, show the result of the pre-test were the lowest score is 30 and the highest score is 76. Related with the students score in pre-test experimental class there was measuring of statistic. It show the result mean of pre-test in control class was 57,75, Std. Dev= 11.1 N=32, minimum score 32 and maximum score 76.

From the figure III, the total number of students in failed category is higher than in passed category. There were 31 students in failed category and 1 students

in passed category. It can be inferred that in achievement of the students in learning grammar mastery especially past continuous tenses is low because the criteria of minimum mastery (KKM) in SMPN 1 Pasir sakti is 75.

**Figure 4**  
**The Result of Post-test in Experimental Class**

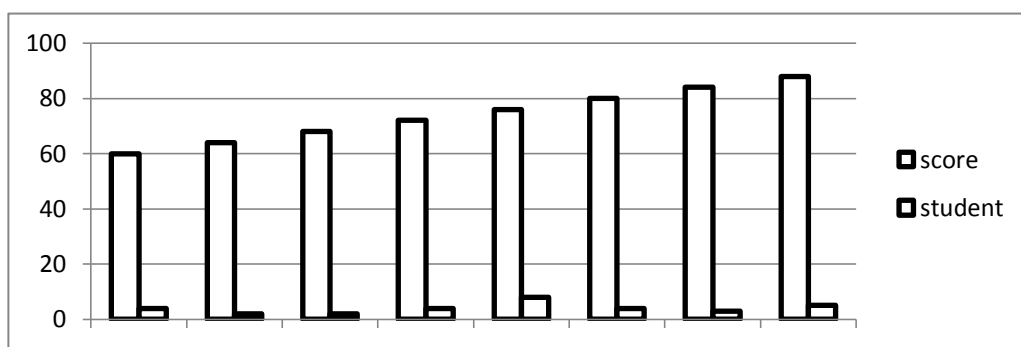


Figure IV, show the result of the post-test were the lowest score is 60 and the highest score is 88. Related with the students score in post-test experimental class there was measuring of statistic. It show the result mean of post-test experimental class was 75,4 Std. Dev=8,9 N=32, Minimum score 60, and maximum score 88.

From the figure IV, the total number of students in failed category is lower than in passed category. There were 12 students in failed category and 20 students in passed category. It can be inferred that in achievement of the students in learning grammar especially past continuous tenses is low because the criteria of minimum mastery (KKM) in SMPN 1 Pasir sakti is 75.. So, it means there



influence of questioning technique towards students' past continuous tense mastery in the experimental class after the treatment.

### 3. Result of Normality Test

The test has been employed to know whether the data is normally distributed or not. The researcher used Kolmogorov-Smirnov/Shapiro-Wilk normality test by using SPSS Statistic 22.00 and the result was as follow:

**Table 8**  
**Tests of Normality**

Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Exsperimen	.153	32	.055	.926	32	.030
Nilai control	.174	32	.015	.955	32	.196

#### a. Lilliefors Significance Correction

Based on the table, it could be seen that  $P_{\text{value}}(\text{Sig})$  for experimental class was 0.55 for Kolmogrov-Smirnov<sup>a</sup>. For control class, the  $P_{\text{value}}(\text{Sig})$  was 0.15 for Kolmogrov-Smirnov<sup>a</sup>. Because  $\text{Sig}(P_{\text{value}})$  of experimental class  $> \alpha = 0.05$  it means  $H_a$  was accepted and  $\text{Sig}(P_{\text{value}})$  for the control class  $> \alpha = 0.05$  it means  $H_a$  was accepted. The conclusion was that the data in the experimental class and for the control class had normal distribution.

#### 4. Result of Homogeneity Test

The test was intended to test whether the variance of data in the experimental class and in the control class is equal or not. The writer used Levene Test using SPSS Statistic 22.00 and the result is follow :

**Table 9**  
**Test of Homogeneity of Variances**

Nilai			
Levene Statistic	df1	df2	Sig.
3.352	1	62	.072

From this table, it can be seen that Sig ( $P_{value}$ ) was 0.72, and  $\alpha = 0.05$ . it means that Sig ( $P_{value}$ )  $> \alpha$  and  $H_0$  was accepted. The conclusion was that the data have same variance or homogenous. It was calculated based on the gain of the experimental and control class.

#### 5. Result of Hypothetical test.

After the researcher knew that the data were normal and homogeneous, the data were then analyzed by using independent sample t-test in order to know the significance of the treatment effect.

The hypotheses were:

$H_a$  :There is a significant influence of the used of questioning technique toward students' past continuous tense mastery.

$H_0$  : There is no any significant influence of the used of questioning technique toward students' past continuous tense mastery.

While the criteria for acceptance and rejection of the hypothesis were:

$H_0$  is accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (P}_{\text{value}}) > \alpha = 0.05$

 **Table 10**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	3.352	.072	2.624	62	.001	6.875	2.620	1.637	12.113
	Equal variances not assumed			2.624	57.626	.001	6.875	2.620	1.629	12.121

Based on the results obtained in the table above, it was clear that the value of significant generated  $\text{Sig}(P_{\text{value}})$  or  $\text{Sig}(2\text{-tailed})$  of the equal variance assumed = 0.01, and  $\alpha = 0.05$ . It meant that  $\text{Sig}(P_{\text{value}}) < \alpha = 0.05$ . So,  $H_a$  was accepted. Based on the computation, it can be concluded that there was influence of Questioning Technique to word students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year.

## 6. Data Description

The research was conducted on May 5<sup>th</sup>, 2017. The objective of this research is to find out whether the used of questioning technique toward students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year.

Based on the research method, this research was divided into some steps. There are try-out, pre-test, treatment in three times, and post-test. Before the test was uses to collect the data, it had been tried out to the students VIII A as try-out class. The writer prepared 40 items of multiple choice questions as the instrument of the test items for pre-test and post-test. From 40 test items of try-out, some items were chosen as instrument of the test. The choosing of the intrument had been done by considering two categories, validity and reliability. After being try-out the writer used 25 items of multiple choice questions for pre-test and post-test.

The tests were given before and after the students followed the learning process that was provided. These tests were given for control class and experimental class learnt by using questioning technique while the control class used inductive technique.

The beginning of the research, the pre-test was conducted on May 7<sup>th</sup>, 2018 at 09.30 A.M for class VIII B as control class and VIII E as experimental class at 13.00 A.M. The pre-test was administrated to know the students grammar ability before they were given treatments. The result showed that the avarage score of control class 52.81 and the average score in the experimental class was 57.75. The normality and homogeneity test showed that the data are homogeneous and normal.

**a. Description of the First Treatment**

The first treatment was administrated May 10<sup>th</sup>, 2018. The lesson began by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially past continuous tense in recount text. The topic in the first treatment is learning grammar especially past continuous tense in recount text..

The lesson was begun by the greeting the students and checking their attendance and there is no students absent. Thus teaching and learning process was attended by 32 students. After opening the class the teacher explained about past continuous tense to the student and give the sample about positive sentence.

Then the students comprehend the material special positive sentence in past continuous tense. After that the students introduced about questioning technique. The teacher or students make question about past continuous tense and the teacher give a time to think through the answers, so as to formulate systematically. strips that was already prepared with the contents about sentences of specific grammar (Past Continuous Tense positive sentences) to do the exercise.

#### **b. Description of the Second Treatment**

The second treatment was administrated May 12<sup>th</sup>, 2018. The lesson began by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially past continuous tense in recount text. The topic in the second treatment is learning grammar especially past continuous tense in recount text..

The lesson was begun by the greeting the students and checking their attendance and noticed 1 students were absent. Thus teaching and learning process was attended by 31 students. After opening the class the teacher explained about past continuous tense to the student and give the sample about negative sentence. Then the students comprehend the material special negative sentence in past continuous tense. After that the students introduced about questioning technique. The teacher or students make question about past continuous tense and the teacher give a time to think through the answers, so as to formulate systematically. strips that was already prepared with the contents about sentences



of specific grammar (Past Continuous Tense negative sentence) to do the exercise.

**c. Description of the Third Treatment**

The third treatment was administrated May 16<sup>th</sup>, 2018. The lesson began by greeting and introducing and the next step is teaching learning process. Before applying the technique The material was given to the students about grammar especially past continuous tense in recount text. The topic in the second treatment is learning grammar especially past continuous tense in recount text..

The lesson was begun by the greeting the students and checking their attendance and noticed 2 students were absent. Thus teaching and learning process was attended by 30 students. After opening the class the teacher explained about past continuous tense to the student and give the sample about interrogative sentence. Then the students comprehend the material special interrogative sentence in past continuous tense. After that the students introduced about questioning technique. The teacher or students make question about past continuous tense and the teacher give a time to think through the answers, so as to formulate systematically. strips that was already prepared with the contents about sentences of specific grammar (Past Continuous Tense interrogative sentence) to do the exercise.

After conducting three meetings of treatments, post-test was given to the sample. The post-test was conducted on Thursday, May 19<sup>th</sup> at 07.30 A.M for class VIII B as control and at 09.30 A.M for VIII E as experimental class. The average score of control class is 68,5 and the average score in the experimental class is 75,4. deviation standard is 8.922, median score is 76.00 and for mode, the score is 76, the variance is 3.352. From the result showed that the students' post-test score in the experimental class is higher than students' post-test in control class.

Based on the result of data calculation in previous chapter, sig. (2-tailed) of the equal variance assumed in independent sample test table is 0.01. It is the lower than  $\alpha = 0.05$ . It means that null hypothesis was accepted. It can be concluded there was a significant was influence of Questioning Technique to word students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year.

## B. Discussion

Based on the result of the research above, it showed that Questioning Technique influenced students' past continuous tense ability. From the result, it could be seen that the result of students post-test was higher than pre-test. Beside that, this technique could improve each aspect of students' past continuous tense ability including definitions, positive, negative, and interrogative sentences, times signals and question words.

At the first step, the pre test was conducted in order to know the students' past continuous tense ability before giving treatment. The result showed that mean score of the experimental class was 57,75 and mean score of the control class was 52,81. Although mean score of the control class was higher than the experimental class, the normality and homogeneity test showed that the data were normal and homogeneous. Therefore, it can be concluded that the two groups, the experimental and the same ability before they were given treatment.

The second step, taught about past continuous tense ability by using Questioning Technique in the experimental class, while inductive technique in control class. The treatment was given for three meetings by different topic. First meeting is about positive sentences, second meeting is about negative sentences and the last meeting is interrogative sentences.

At the last step, post test was given to the students in order to know the ability of their past continuous tense after the treatment. Based on the analysis of the data and testing the hypothesis the result of calculation was found that the null hypothesis ( $H_o$ ) was accepted and alternative hypothesis ( $H_a$ ) was accepted. From the analysis, we knew that the students who got frequency of using questioning technique got better score than the students without using Questioning Technique in teaching past continuous tense. It was proved by mean score in both classes. The mean score in the experimental class was 75,38 and the mean score in the control class was 68,50. Thus, it can be concluded that this technique is one of good technique in the teaching past continuous tense.

Based on the result of data calculation in previous chapter, sig. (2-tailed) of the equal variance assumed in independent sample test table is 0.01. It is the lower than  $\alpha = 0.05$ . It means that null hypothesis was accepted. It can be concluded there was a significant was influence of Questioning Technique to word students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year.

Questioning Technique is an activity where the students and the teacher make questions and try to answer the questions about the topic to know about the students' understanding. Questioning Technique also turns the passive activity resulting from

the lecture-based learning into active activity that fulfils a fruitful effectiveness of students in studying. In this technique the students can put out her idea.

This process can attract the students' motivation to active in the English language learning. It had been supported by Oxford Learners Pocket Dictionary, question is sentence, phrase, etc that asks for information. A question may be either a linguistic expression used to make a request for the information. This information may be provided with an answer. To make classes live because students actively think and convey they opinion with talking, very good to train students to dare to express they opinion and will bring the class into the atmosphere of discussion.

In additional, the step when learning process with the technique were not difficult to follow, this technique was implemented, students has understood kinds of questioning technique, because they have to thinks and make question and sentences of past continuous tense the vocabulary of students increased because from the thinks and make question sentences, students god a new vocabulary. Technique questioning when used effectively can also serve as an assessment technique, helping teachers determine what students know and sympathetic.

Therefore, this technique not only helps students in put out her understanding about the topic but also it motivates students to learn tenses well student begin tenses as easy, interesting and more exciting. Past continuous tense ability includes the mastery of the definition time signal, basic from, and addition of was/were and

formula of past continuous tense. The students also can make good sentences used past continuous tense, and the students can coach they confidents self.

In this research some problems was found in making questions, because the students difficulty to makes questions but they can try though this technique. With question and answer sometimes the conversation deviates from the subject when asking a question, the student alludes to other things although it has something to do with the subject in question. In this case it is often uncontrolled that it creates new problems. It takes a lot of time in the teaching questioning process from teacher to the students.

All of students are supported to be active in teaching learning process. It had been supported by Rita Ruaida Using Questioning Technique is a good way to ward students' descriptive writing ability at MA Mathla'ulanwar Tangamus because the hypothesis alternative was accepted, it can be concluded that there was the influence of using questioning technique towards students' past continuous tense at the eighth grade of SMPN 1 Pasir Sakti in the Academic Year of 2017-2018.

## CHAPTER V CONCLUSION AND SUGGESTION

### A. Conclusion

Based on research that was carried out in SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year, it might can be draw conclusion as follows:

Based on the statistically analysis, there was significant influence of Questioning Technique toward students' past continuous tense mastery at the eighth grade of SMPN 1 Pasir Sakti Lampung Timur in 2017/2018 Academic Year. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) was 0.01. It was lower than  $\alpha=0.05$  and it means that  $H_0$  is accepted and  $H_a$  is accepted.

### B. Suggestion

In reference to the conclusion above, there are some suggestions as follows:

#### 1. Suggestion to the Teacher

a. In this research was found out that Questioning Technique can be used to develop students' grammar mastery. Due to the finding, the English teacher could used this technique because it is good for teaching grammar, English teacher can help students increase their grammar mastery by using other effective and relevant technique. This can be done, among others, by providing



certain clues based on the technique so that they can help develop their composition appropriately.

b. From the result, the score of the students are not really satisfying. Therefore, the teacher can still improve the students' grammar mastery. The teacher should help the students increase their score by giving more explanation.

## **2. Suggestion for the Students**

a. The students should learn and be more seriously in learning English in order to develop their past continuous tenses mastery.

b. The students should practice the pattern they have to learn with their environment even with their friends or teachers.

## **3. Suggestion for the School**

a. The school should provide some more English books to be read by the students, so they can increase their knowledge.

b. The school should provide another facility for students to practice their English competency.

## **4. Suggestion for other Researchers**

a. Questioning technique was applied to increase students' grammar mastery. Other researchers can find out the appropriate more technique to increase students' grammar mastery.

b. In this research the treatments were done three meetings. Other researchers can spend more time in giving the treatments to the students so that they can get enough exercise.

c. In this research was used Questioning technique to help students junior high school, especially in teaching grammar. Further other researchers should conduct this technique on different level of students. It can be applied a junior high school.



### Appendix 3

#### Interview Guideline in the Preliminary Research at SMP N 1 Pasir Sakti Lampung Timur

Interviewer : Researcher (Sartika Sari)  
 Interviewee : English Teacher (Umiyati S.Pd)  
 Day/date : January 29<sup>th</sup> 2018  
 Time : 10.00  
 Place : SMP N 1 Pasir Sakti Lampung Timur

##### a. Interview Guideline for the English Teacher

1. How long have been teaching English?
2. Can you explain experience in teaching English especially in teaching grammar, Past Continuous Tense?
3. Do you have approaches, methods, technique or media in teaching Past Continuous Tense?
4. How is student's mastery in Past Continuous Tense?
5. What does the problem that student's face in learning Past Continuous Tense?

Interviewer : Researcher (Sartika Sari)  
 Interviewee : English Student's  
 Day/date : January 29<sup>th</sup> 2018  
 Time : 10.30  
 Place : SMP N 1 Pasir Sakti Lampung Timur

##### b. Interview Guideline for Student's

1. Apakah anda pernah belajar grammar khususnya di Past Continuous Tense?
2. Apakah anda kesulitan dalam menulis grammar?
3. Apakah anda merasa bosan saat belajar grammar khusus nya di Past Continuous Tense?
4. Apakah guru bahasa inggris memberikan motivasi terkait materi yang diberikan dalam proses pembelajaran grammar khususnya di Past Continuous Tense?
5. Apakah guru memberikan latihan yang mampu meningkatkan kemampuan grammar khususnya Past Continuous Tense?

## Appendix 4

### The Result of the Interview with the English Teacher at SMP N 1 Pasir Sakti Lampung Timur

Interviewer : Researcher (Sartika Sari)  
 Interviewee : English Teacher (Umiyati S.Pd)  
 Day/date : January 29<sup>th</sup> 2018  
 Time : 10.00  
 Place : SMP N 1 Pasir Sakti Lampung Timur

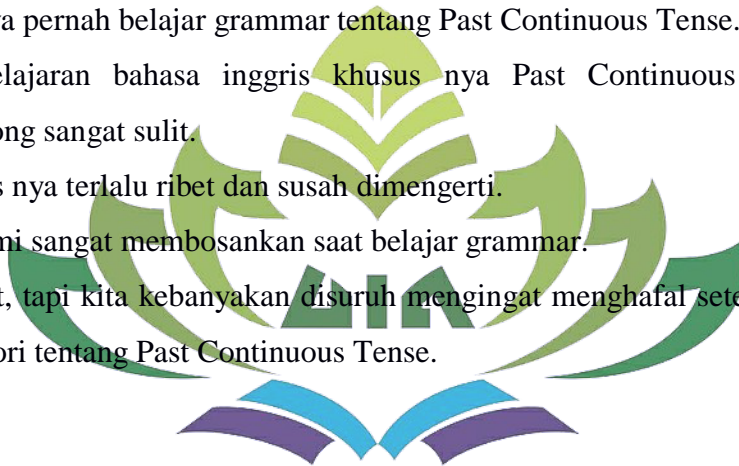
1. I have been teaching English for about three years.
2. I fell happy some time I fell sad in teaching Past Continuous Tense.
3. I did not use certain approach in teaching simple future. I just give them sample in conjunction with theory and ask them to remember about that.
4. Their mastery was still low. They are always indolent when teacher ask them to make sentence especially Past Continuous Tense.
5. They got complexity to make sentence about simple especially Past Continuous Tense.

## Appendix 5

### **The Result of the Interview with the Student at SMP N 1 Pasir Sakti Lampung Timur**

Interviewer : Researcher (Sartika Sari)  
Interviewee : Student SMP N 1 Pasir Sakti Lampung Timur  
Day/date : January 29<sup>th</sup> 2018  
Time : 10.30  
Place : SMP N 1 Pasir Sakti Lampung Timur

1. Ya saya pernah belajar grammar tentang Past Continuous Tense.
2. Ya pelajaran bahasa inggris khusus nya Past Continuous Tense memang tergolong sangat sulit.
3. Rumus nya terlalu ribet dan susah dimengerti.
4. Ya kami sangat membosankan saat belajar grammar.
5. Sedikit, tapi kita kebanyakan disuruh mengingat menghafal setelah diberi contoh dan teori tentang Past Continuous Tense.



## Appendix 6

### VALIDATION FOR CONTENT AND CONTRACT VALIDITY

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah indikator - indicator yang ingin di ukur sudah jelas?			
2	Apakah petunjuk pengerjaan sudah jelas?			
3	Apakah alokasi waktu sudah cukup?			
4	Apakah rubrik penilaian sudah mencakup semua aspek/indicator yang di ukur?			
5	Apakah rubric penilaian mudah di mengerti?			

General comments:

Please give any general comments or suggestion you may have concerning this test development.

.....

.....

.....

Date,

Validator

Umyati, S.Pd

**Students' score of grammar**  
**of SMPN 1 Pasir Sakti Lampung Timur 2017-2018 Academic Year.**

**VIII A**

NO	NAME	Gender	KKM	SCORE
1	A 1	F	75	50
2	A 2	F	75	50
3	A 3	F	75	60
4	A 4	M	75	50
5	A 5	M	75	<b>80</b>
6	A 6	F	75	50
7	A 7	M	75	50
8	A 8	F	75	50
9	A 9	M	75	<b>75</b>
10	A 10	M	75	65
11	A 11	M	75	60
12	A 12	F	75	60
13	A 13	F	75	50
14	A 14	M	75	70
15	A 15	M	75	60
16	A 16	M	75	50
17	A 17	F	75	50
18	A 18	F	75	50
19	A 19	M	75	50
20	A 20	F	75	50
21	A 21	F	75	50
22	A 22	M	75	65
23	A 23	M	75	60
24	A 24	M	75	50
25	A 25	M	75	50
26	A 26	F	75	65
27	A 27	M	75	60
28	A 28	F	75	<b>75</b>
29	A 29	M	75	<b>75</b>
30	A 30	F	75	65
31	A 31	F	75	65
32	A 32	M	75	50



### VIII B

NO	NAME	Gender	KKM	SCORE
1	B 1	M	75	50
2	B 2	M	75	<b>80</b>
3	B3	M	75	65
4	B4	F	75	65
5	B5	M	75	65
6	B6	M	75	65
7	B7	F	75	65
8	B8	F	75	<b>75</b>
9	B9	F	75	<b>75</b>
10	B10	M	75	<b>75</b>
11	B11	F	75	65
12	B12	F	75	60
13	B13	F	75	<b>75</b>
14	B14	F	75	60
15	B15	M	75	60
16	B16	M	75	60
17	B17	M	75	60
18	B18	M	75	60
19	B19	M	75	50
20	B20	F	75	50
21	B21	M	75	55
22	B22	M	75	65
23	B23	F	75	60
24	B24	M	75	65
25	B25	M	75	65
26	B26	F	75	50
27	B27	F	75	55
28	B28	F	75	55
29	B29	F	75	50
30	B30	F	75	60
31	B31	M	75	50
32	B32	M	75	50

### VIII C

NO	NAME	Gender	KKM	SCORE
1	C1	M	75	50
2	C2	F	75	50
3	C3	F	75	70

4	C4	M	75	50
5	C5	F	75	50
6	C6	M	75	50
7	C7	M	75	50
8	C8	M	75	50
9	C9	F	75	55
10	C10	M	75	55
11	C11	M	75	50
12	C12	M	75	60
13	C13	F	75	65
14	C14	F	75	65
15	C15	F	75	60
16	C16	M	75	55
17	C17	M	75	50
18	C18	M	75	60
19	C19	F	75	<b>75</b>
20	C20	M	75	60
21	C21	M	75	<b>75</b>
22	C22	M	75	<b>75</b>
23	C23	F	75	55
24	C24	M	75	50
25	C25	F	75	<b>80</b>
26	C26	M	75	50
27	C27	F	75	50
28	C28	F	75	50
29	C29	F	75	<b>80</b>

#### VIII D

NO	NAME	Gender	KKM	SCORE
1	D 1	M	75	50
2	D 2	M	75	50
3	D 3	F	75	50
4	D 4	M	75	50
5	D 5	F	75	55
6	D 6	M	75	55
7	D 7	M	75	65
8	D 8	M	75	50
9	D 9	M	75	<b>75</b>
10	D 10	F	75	<b>80</b>
11	D 11	M	75	60

12	D 12	M	75	55
13	D 13	F	75	50
14	D 14	M	75	55
15	D 15	F	75	50
16	D 16	M	75	65
17	D 17	M	75	70
18	D 18	F	75	<b>75</b>
19	D 19	M	75	65
20	D 20	F	75	50
21	D 21	F	75	55
22	D 22	M	75	55
23	D 23	M	75	60
24	D 24	F	75	<b>75</b>
25	D 25	F	75	50
26	D 26	M	75	50
27	D 27	F	75	50
28	D 28	F	75	50
29	D 29	F	75	50
30	D 30	F	75	50
31	D 31	M	75	65

#### VIII E

NO	NAME	Gender	KKM	SCORE
1	E 1	F	75	50
2	E 2	F	75	50
3	E 3	F	75	55
4	E 4	M	75	50
5	E 5	F	75	65
6	E 6	F	75	55
7	E 7	M	75	50
8	E 8	F	75	50
9	E 9	F	75	50
10	E 10	F	75	55
11	E 11	F	75	65
12	E 12	F	75	50
13	E 13	F	75	60
14	E 14	F	75	<b>75</b>
15	E 15	F	75	65
16	E 16	F	75	55
17	E 17	F	75	50

18	E 18	F	75	60
19	E 19	F	75	60
20	E 20	F	75	55
21	E 21	M	75	65
22	E 22	F	75	65
23	E 23	F	75	<b>75</b>
24	E 24	F	75	<b>75</b>
25	E 25	F	75	70
26	E 26	F	75	65
27	E 27	F	75	<b>80</b>
28	E 28	M	75	70
29	E 29	F	75	<b>80</b>
30	E 30	F	75	50
31	E 31	F	75	50
32	E 32	F	75	50



## Appendix 5

### SILABUS PEMBELAJARAN

Sekolah : SMP N I Pasir Sakti  
 Kelas : VIII (Delapan )  
 Mata Pelajaran : Bahasa Inggris  
 Semester : 2 (Dua)  
 Standar Kompetensi : Menulis

12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.2 Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara	1. Teks berbentuk : -Recount  2. Tata bahasa kalimat sederhana : -Simple past tense -Past continuous tense -Present perfect tense Degree of	<ul style="list-style-type: none"> <li>Menulis kalimat yang terkait jenis Recount dengan tata bahasa yang ditentukan.</li> <li>Membuat kalimat sederhana terkait teks Recount.</li> <li>Menulis kalimat-kalimat berdasarkan kata sifat yang</li> </ul>	<ul style="list-style-type: none"> <li>Menulis kalimat dengan teks recount dengan tata bahasa yang benar.</li> <li>Menyusun teks recount dengan tepat.</li> </ul>	Tes tertulis	Uraian	<i>Write down one of your opinion of visiting tourist side don't forget to use the simple past tense or past continuous tense to write your text!</i>	4 x 40 menit	a.Buku bahasa Inggris klas VIII

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> dan <i>narrative</i>	comparison	tersedia. <ul style="list-style-type: none"> <li>Berdiskusi dengan seluruh kelas tentang jawaban yang sesuai.</li> <li>Menulis hasil diskusi dibuku tulis</li> </ul>						



Mengetahui:  
Guru Mata pelajaran SMP N 1 Pasir Sakti

Pasir sakti,     Maret 2018

Mahasiswa Peneliti,

UMIYATI, S.Pd  
NIP.19730718 200501 2004

SARTIKA SARI  
NPM.1411040347





## Appendix 10

## TEST ITEMS FOR PRE-TEST

Name :

Class : VIII (...)

Time : 60 Minutes

Choose the correct answer by crossing a, b, c, or d.

1. At 7 pm morning koko ... breakfast with his kids  
 a. is eating      b. was eating      c. was eat      d. is eaten
2. We ... going to meet up at 6 pm yesterday morning.  
 a. were      b. are      c. is      d. was
3. They were ... milk last morning.  
 a. drink      b. drinks      c. drinking      d. drink
4. Anan was ... last night when you call me.  
 a. Sleeping      b. sleeps      c. sleep      d. sleeper
5. I was ... you the information when I get it.  
 a. Send      b. sanded      c. be send      d. sending
6. You ... listening to me when I told you to turn the oven off.  
 a. not were.      b. were not      c. not was      d. was not
7. They ... not drinking coffee ice last night.

- a. was                      b. were                      c. are                      d. is
8. The party was ... at 7 o'clock pm.
- a. not start                      b. not start's                      c. not started                      d. not starting
9. Mr Ribery ... shopping at the market when the Robbery was happened.
- a. were not                      b. not were                      c. was not                      d. not was
10. We were not ... at this time yesterday.
- a. Working                      b. worked                      c. works                      d. work
11. Were you ... lunch in cafeteria when I was go to Jakarta?
- a. eats                      b. eat                      c. eating                      d. eaten
12. ... she being kind to her friend yesterday?
- a. is                      b. was                      c. were                      d. are
13. What ... he doing when you was seeing him?
- a. were                      b. is                      c. was                      d. are
14. ... listening while he was talked last morning?
- a. were you                      b. you were                      c. was you                      d. you was
15. ... famous artist paint Rossa picture last month?
- a. are                      b. is                      c. were                      d. was
16. Anan was going to work ... when I was go to my home.
- a. tomorrow                      b. every week                      c. next month                      d. yesterday
17. Ryan was not riding her bike to school ... while I was see him.
- a. yesterday                      b. next year                      c. next week                      d. tomorrow

18. Was raining fall ... when I was go to school?

- a. tomorrow      b. every morning      c. next day      d. last morning

19. I was sleeping when the car was crashed My home ...

- a. every year      b. last night      c. tomorrow      d. next night

20. Najwa was drinking coffee when I was seen him ...

- a. every morning      b. next night      c. last morning      d. next morning

21. Aska ... opening that Pandora box last night.

- a. was      b. were      c. is      d. were

22. Lia ... beginning medical school last year.

- a. are      b. was      c. were      d. is

23. Certainly I ... getting you want last week.

- a. are      b. was      c. is      d. were

24. They ... going to Bali last month.

- a. will      b. was      c. were      d. are

25. Laura ... making some bread last morning.

- a. will      b. was      c. is      d. were

Learn to paddle your own canoe. !!!

## Appendix 11

**Answer Key of Pre-test**

1	B	14	A
2	A	15	D
3	C	16	D
4	A	17	A
5	D	18	D
6	B	19	B
7	B	20	C
8	D	21	A
9	C	22	B
10	A	23	B
11	C	24	C
12	B	25	B
13	C		

## Appendix 14

### The Score of Students in Experimental Class

NO	NAMA	NILAI PRETEST	NILAI POSTEST	RISE
1	ADELIA AYUNINGRUM	72	80	8
2	ADINDA SEKAR WULAN SARI	56	80	24
3	ANGEL RIA AERINE	52	76	24
4	ARIF SURYANA	36	64	28
5	BENI TUSIAMI SAPUTRA	60	76	16
6	DEA FITRI RAMADHANI	56	68	12
7	DEDEN MARTHA DINATA	76	88	12
8	DHEA FRANSIKA	64	76	12
9	DIA AMANDA	60	72	12
10	DIAH AYU SAPITRI	64	84	20
11	DIAN SELFIYANA	32	60	28
12	EKA PUSPITA SARI	60	76	16
13	EKAYULYANTI	60	80	20
14	ELIZA VIRNANDA	72	84	12
15	ERRY ANDINI	56	88	32
16	FERLITA LATIFAH RAHMADANI	60	76	16
17	JESSI ELSA FADILA	36	68	32
18	JULIA RAHMAH RAHMADANI	60	72	12
19	KHOIRUN NISA	36	60	24
20	LINTA MARYANI	64	76	12
21	MUHAMMAD NUR HAFIDZULLAH	48	60	12
22	RENA TRI ALFIANA	68	80	12
23	RENI PUSPITA SARI	64	88	24
24	RENITRI ALFIANI	48	76	28
25	RETHA RIZKY INDRIYANI	64	88	24
26	SINTIYA	52	60	8
27	STEVEN JORDAN CHRITYAN	60	72	12

28	TARISSA DWI RAHMADANI	68	84	16
29	VALENTINA NUH ROSA F	56	72	16
30	VARHANA TURNIP	52	64	12
31	WULAN RAHMAWATI	64	76	12
32	YENI AGUS TRIANI	72	88	16



## Appendix 15

### The Score of Students in Control Class

NO	NAMA	NILAI PRETEST	NILAI POSTEST	RISE
1	AGIL ANDILA SEVEN	60	72	12
2	AKHMAD FAUZI	64	80	16
3	ANDI MUHAMMAD RISKI	56	76	20
4	ANTIKAVIV NOVITA SARI	56	76	20
5	BAGUS HERLAMBAANG	76	88	12
6	DEDE ARTA SAPUTRA	60	76	16
7	DWI NOVITA SARI	40	56	16
8	DINA KUSUMAWATI	46	56	10
9	ERMA WATI	48	64	16
10	FAUZAN MUSTOFA	48	60	12
11	FEBRIANA DWI LUSIANI	16	40	24
12	HESPI TRI DESWITA	28	52	24
13	ILMAH FATMAWATI	36	56	20
14	ISTIQOMAH	72	88	16
15	LUCKY ALFREDO ASJASMARA	68	76	8
16	M ERWIN HARMONO	56	64	8
17	MUHAMMAD NUR TRI FAUZI	44	60	16
18	MUHAMMAD WILDAN ALFARIZI	32	48	16
19	NANANG SURYADI	60	84	24
20	ORISA SAHARANI	64	72	8
21	RAMADANI SAPUTRA	64	76	12
22	RIAN ARDIYANSYAH	44	56	12
23	RIMA HERMAYANTI	52	68	16
24	RISKI FADILAH	56	76	20
25	SANTA WIJAYA	44	68	24
26	SELVI PERMATA SARI	56	76	20
27	SITI FTIMAH	44	68	24
28	SITI NOVIATUL ROMLAH	60	80	20



29	SITI SUSILOWATI	76	80	4
30	TASYA DHEA PUSPITA	56	76	20
31	YUSEN MAULANA	60	68	8
32	AKBAR SADAM	48	56	8



## Appendix 16

### Result of the Pre-test in the Experimental Class

#### Statistics

score

N	Valid	32
	Missing	0
Mean		57.75
Std. Error of Mean		1.959
Median		59.64 <sup>a</sup>
Mode		60
Std. Deviation		11.080
Variance		122.774
Skewness		-.808
Std. Error of Skewness		.414
Kurtosis		.319
Std. Error of Kurtosis		.809
Range		44
Minimum		32
Maximum		76
Sum		1848

a. Calculated from grouped data.

#### Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 32	1	3.1	3.1	3.1
36	3	9.4	9.4	12.5
48	2	6.3	6.3	18.8
52	3	9.4	9.4	28.1
56	4	12.5	12.5	40.6
60	7	21.9	21.9	62.5
64	6	18.8	18.8	81.3
68	2	6.3	6.3	87.5
72	3	9.4	9.4	96.9
76	1	3.1	3.1	100.0
Total	32	100.0	100.0	

## Appendix 17

### Result of the Post-test in the Experimental Class

#### Statistics

score

N	Valid	32
	Missing	0
Mean		75.38
Std. Error of Mean		1.577
Median		76.00 <sup>a</sup>
Mode		76
Std. Deviation		8.922
Variance		79.597
Skewness		-.293
Std. Error of Skewness		.414
Kurtosis		-.787
Std. Error of Kurtosis		.809
Range		28
Minimum		60
Maximum		88
Sum		2412

a. Calculated from grouped data.

#### Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	4	12.5	12.5	12.5
64	2	6.3	6.3	18.8
68	2	6.3	6.3	25.0
72	4	12.5	12.5	37.5
76	8	25.0	25.0	62.5
80	4	12.5	12.5	75.0
84	3	9.4	9.4	84.4
88	5	15.6	15.6	100.0
Total	32	100.0	100.0	

## Appendix 18

### Result of the Pre-test in the control Class

#### Statistics

score

N	Valid	32
	Missing	0
Mean		52.81
Std. Error of Mean		2.386
Median		54.86 <sup>a</sup>
Mode		56
Std. Deviation		13.497
Variance		182.157
Skewness		-.597
Std. Error of Skewness		.414
Kurtosis		.658
Std. Error of Kurtosis		.809
Range		60
Minimum		16
Maximum		76
Sum		1690

a. Calculated from grouped data.

score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 16	1	3.1	3.1	3.1
28	1	3.1	3.1	6.3
32	1	3.1	3.1	9.4
36	1	3.1	3.1	12.5
40	1	3.1	3.1	15.6
44	4	12.5	12.5	28.1
46	1	3.1	3.1	31.3
48	3	9.4	9.4	40.6
52	1	3.1	3.1	43.8
56	6	18.8	18.8	62.5
60	5	15.6	15.6	78.1
64	3	9.4	9.4	87.5
68	1	3.1	3.1	90.6
72	1	3.1	3.1	93.8
76	2	6.3	6.3	100.0
Total	32	100.0	100.0	

## Appendix 19

### Result of the Post-test in the control Class

#### Statistics

score

N	Valid	32
	Missing	0
Mean		68.50
Std. Error of Mean		2.093
Median		70.67 <sup>a</sup>
Mode		76
Std. Deviation		11.838
Variance		140.129
Skewness		-.433
Std. Error of Skewness		.414
Kurtosis		-.385
Std. Error of Kurtosis		.809
Range		48
Minimum		40
Maximum		88
Sum		2192

a. Calculated from grouped data.

#### Score

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	3.1	3.1	3.1
48	1	3.1	3.1	6.3
52	1	3.1	3.1	9.4
56	5	15.6	15.6	25.0
60	2	6.3	6.3	31.3
64	2	6.3	6.3	37.5
68	4	12.5	12.5	50.0
72	2	6.3	6.3	56.3
76	8	25.0	25.0	81.3
80	3	9.4	9.4	90.6
84	1	3.1	3.1	93.8
88	2	6.3	6.3	100.0
Total	32	100.0	100.0	

## Appendix 20

### The Result Normality Test

#### Tests of Normality

	Kelas	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Nilai	eksperimen	.153	32	.055	.926	32	.030
	control	.174	32	.015	.955	32	.196

a. Lilliefors Significance Correction



**Appendix 21****The Result of Homogeneity Test****Test of Homogeneity of Variances**

Nilai

Levene Statistic	df1	df2	Sig.
3.352	1	62	.072



## Appendix 22

### Result of Hypothecal

#### Group Statistics

Class	N	Mean	Std. Deviation	Std. Error Mean
Nilai Eksperimen	32	75.38	8.922	1.577
Control	32	68.50	11.838	2.093

#### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	3.352	.072	2.624	62	.001	6.875	2.620	1.637	12.113
	Equal variances not assumed			2.624	57.626	.001	6.875	2.620	1.629	12.121



## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)**

Satuan Pendidikan : SMP Negeri 1 Pasir Sakti

Kelas/semester : VIII/2 (Control Class)

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Tenses

Sub Materi pokok : Past continuous Tense

Tema : Positive Sentence

Alokasi Waktu : 2 x 40 menit

Standar Kompetensi : Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.

Kompetensi Dasar : Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.

Indikator : Siswa mampu memahami bentuk kalimat Past Continuous Tense.

Siswa dapat menggunakan kalimat Past Continuous Tense.

Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.

## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat positive past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tense

The past of be, (was/ were)

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

Subject + was / were + noun / adjective / adverb

I was in class yesterday

#### 2) Verbal Sentences :

S + was / were + v-ing

I was sleeping last night

#### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>a. Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>b. Guru memeriksa kehadiran siswa.</li><li>c. Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>d. Siswa menjawab pertanyaan guru.</li></ul>	10 menit
Inti	<p><b>1. Eksplorasi</b></p> <ul style="list-style-type: none"><li>a. Guru memberikan beberapa contoh pada saat pertama, sebelum guru memberikan rumus atau aturan mengenai materi past continuous tense.</li></ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"><li>a. Guru memberikan beberapa contoh yang masuk akal atau kontekstual untuk membuat siswa dapat memahami hal itu dengan mudah.</li><li>b. Setelah para guru memberikan contoh pola yang mereka ajarkan saat itu, siswa berlatih untuk membuat contoh lain dari pola yang mereka pelajari.</li></ul> <p><b>3. Konfirmasi.</b></p> <ul style="list-style-type: none"><li>a. Guru menyatakan aturan dan membimbing siswa mereka dalam mengidentifikasi aturan,</li></ul>	60 menit

	atau siswa dapat merumuskan aturan sendiri. b. Guru memberikan soal kalimat positive sentence, tentang past continuous tense dan mengumpulkan nya.	
Penutup	a. Setelah selesai mengerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang past continuous tense, terutama positive sentence. b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.	10 menit

## 5. Exercise

### A. Put the following sentences into Past Continuous Tense. Use the words in parentheses!

- Jane ... (eat) breakfast when her friends called yesterday morning.
- The students ... (talk), when the teacher entered the room.
- While Jane ... (clean) the apartment, her husband ... (read) a magazine.
- She ... (cook) the lunch when her friends came to her house.
- We ... (have) lunch when you came to my office yesterday.
- Jack ... (paint) the house when you called him yesterday afternoon.
- When you came to my house last night, I ... (type) this report.
- They (discuss) their next plans while we ... (prepare) something yesterday morning'
- When he left me, I ... (talk) to one of our customers.
- I got a phone call from my father when I ... (work) in the office yesterday morning.

## 6. Sumber belajar :

Buku bahasa Inggris kelas VIII dan Internet.

**7. Penilaian :**

Bentuk : Tes Tertulis  
Bobot nilai : 10 untuk setiap kalimat.  
Rumus penilaian : jumlah benar x 10.

Pasir sakti ,... Mei 2018

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

Mahasiswa Peneliti,

UMIYATI, S.Pd

NIP.19730718 200501 2004

SARTIKA SARI

NPM.1411040347

Mengetahui:

Kepala SMP N 1 Pasir Sakti

URIP HARYONO, S.Pd.M.M

NIP. 19640429 198703 1005

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)**

Satuan Pendidikan	: SMP Negeri 1 Pasir Sakti
Kelas/semester	: VIII/2 (Control Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Tenses
Sub Materi pokok	: Past Continuous Tense
Tema	: Negative Sentence
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	:Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.
Indikator	:Siswa mampu memahami bentuk kalimat Past Continuous Tense.  Siswa dapat menggunakan kalimat Past Continuous Tense.  Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.

## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat negative past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tense

**The past of be, (was/ were)**

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

Subject + was / were + not + noun / adjective / adverb

I was not in class yesterday

#### 2) Verbal Sentences :

S + was / were + v-ing

I was not sleeping last night

#### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>Guru memeriksa kehadiran siswa.</li><li>Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>Siswa menjawab pertanyaan guru.</li></ol>	10 menit
Inti	<ol style="list-style-type: none"><li><b>Eksplorasi</b><ol style="list-style-type: none"><li>Guru menuliskan beberapa contoh kalimat dipapan tulis.</li></ol></li><li><b>Elaborasi</b><ol style="list-style-type: none"><li>Guru meminta kepada siswa terlebih dahulu untuk mengidentifikasi dua struktur kata kerja di setiap rangkaian dan menetapkan setiap kalimat. Jika siswa ragu, maka mereka diminta untuk menyusun peraturan yang sesuai dengan rumus past continuous tense.</li><li>Guru meminta peserta didik untuk mempertimbangkan perbedaan makna dalam setiap kasus, dan untuk melihat apakah mereka dapat mengajukan peraturan umum untuk perbedaan antara setiap kalimat.</li></ol></li></ol>	60 menit



	<p>c. Guru meminta siswa untuk melakukan latihan yang mengharuskan mereka untuk memilih di antara kedua bentuk tersebut.</p> <p><b>3. Konfirmasi.</b></p> <p>a. Guru menyimpulkan materi pembelajaran hari ini</p> <p>b. Guru meminta siswa membuat kalimat negative sentence, tentang past continuous tense dan mengumpulkan nya.</p>	
Penutup	<p>a. Setelah selesai mengerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang Past Continuous tense, terutama negative sentence.</p> <p>b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.</p>	10 menit

## 5. Exercise

### A. Make negative sentences of past continuous tense. Use the words in parentheses!

1. Sinta ... (eat) breakfast when her friends called yesterday morning.
2. The students ... (talk), when the teacher entered the room.
3. While Jovan ... (clean) the apartment, his mom ... (read) a magazine.
4. He ... (cook) the lunch when her friends came to his house.
5. We ... (have) lunch when you came to my office yesterday.
6. Joni ... (paint) the house when you called him yesterday afternoon.
7. When I came to your house last night, you ... (type) this report.
8. We (discuss) their next plans while they ... (prepare) something yesterday morning'
9. When he left you, you ... (talk) to one of our customers.

10. I got a phone call from my father when I ... (work) in the office yesterday morning.

**6. Sumber belajar :**

Buku bahasa Inggris kelas VIII dan Internet.

**7. Penilaian :**

Bentuk : Tes Tertulis

Bobot nilai : 10 untuk setiap soal.

Rumus penilaian : jumlah benar x 10.

Pasir sakti ,... Mei 2018

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

Mahasiswa Peneliti,

UMIYATI, S.Pd

NIP.19730718 200501 2004

SARTIKA SARI

NPM.1411040347

Mengetahui:

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URIP HARYONO, S.Pd.M.M

NIP. 19640429 198703 1005

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)**

Satuan Pendidikan	: SMP Negeri 1 Pasir Sakti
Kelas/semester	: VIII/2 (Control Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Tenses
Sub Materi pokok	: Past Continuous Tense
Tema	: Interrogative Sentence
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	:Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.
Indikator	:Siswa mampu memahami bentuk kalimat Past Continuous Tense.  Siswa dapat menggunakan kalimat Past Continuous Tense.  Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.

## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat Interrogative past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tens

**The past of be, (was/ were)**

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

was / were + Subject + noun / adjective / adverb?

was / were + not + Subject + noun / adjective / adverb?

was I in class yesterday?

was I not in class yesterday?

#### 2) Verbal Sentences :

was / were + subject + v-ing?

was / were + subject + not+ v-ing?

was I sleeping last night?

was I not sleeping last night?

### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

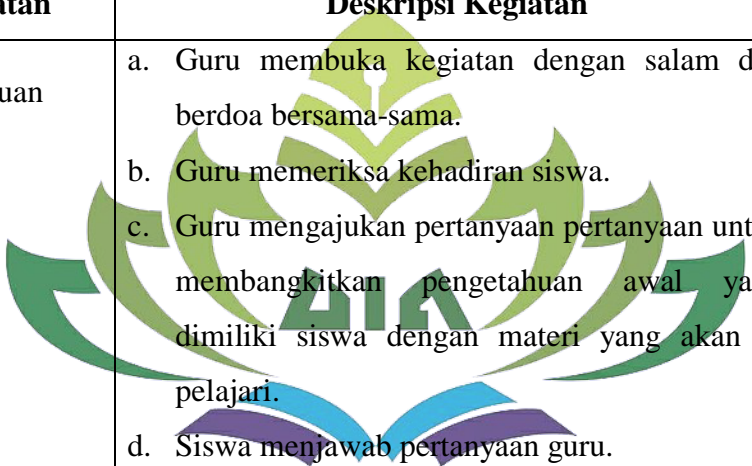
At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	 <ul style="list-style-type: none"><li>a. Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>b. Guru memeriksa kehadiran siswa.</li><li>c. Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>d. Siswa menjawab pertanyaan guru.</li></ul>	10 menit
Inti	<ul style="list-style-type: none"><li><b>1. Eksplorasi</b><ul style="list-style-type: none"><li>a. Guru memberikan beberapa contoh pada saat pertama, sebelum guru memberikan rumus atau aturan mengenai materi past continuous tense.</li></ul></li><li><b>2. Elaborasi</b><ul style="list-style-type: none"><li>a. Guru memberikan beberapa contoh yang masuk akal atau kontekstual untuk membuat siswa dapat memahami hal itu dengan mudah.</li><li>b. Setelah para guru memberikan contoh pola</li></ul></li></ul>	60 menit

	<p>yang mereka ajarkan saat itu, siswa berlatih untuk membuat contoh lain dari pola yang mereka pelajari.</p> <p><b>3. Konfirmasi.</b></p> <p>a. Guru menyatakan aturan dan membimbing siswa mereka dalam mengidentifikasi aturan, atau siswa dapat merumuskan aturan sendiri.</p> <p>b. Guru memberikan soal kalimat interrogative sentence, tentang past continuous tense dan mengumpulkan nya.</p>	
Penutup	<p>a. Setelah selesai mengerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang past continuous tense, terutama interrogative sentence.</p> <p>b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.</p>	10 menit

## 5. Exercise

### A. Make interrogative sentences of past continuous tense. Use the words in parentheses!

1. He was sitting in a café when I was seeing him last night.
2. The boy was falling down yesterday while he was running.
3. When the war was beginning we were living in London.
4. The light going out while I was drinking tea last night.
5. My friend was singing when I was coming into the room.
6. He not was eating dinner when I was going to see him.
7. You not were wearing your new hat when I was meeting you yesterday.
8. Large crowds not were waiting at the station when the prime minister was arriving yesterday.

9. We not were walking to the station when the storm was breaking last morning.  
10. While he not was writing a letter, someone was knocking at the door.

**6. Sumber belajar :**

Buku bahasa Inggris kelas VIII dan Internet.

**7. Penilaian :**

Bentuk : Tes Tertulis

Bobot nilai : 10 untuk setiap soal.

Rumus penilaian : jumlah benar x 10.

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

Pasir sakti ,... Mei 2018

Mahasiswa Peneliti,

UMIYATI, S.Pd

NIP.19730718 200501 2004

SARTIKA SARI

NPM.1411040347

Mengetahui:

Kepala SMP N 1 Pasir Sakti

URIP HARYONO, S.Pd.M.M

NIP. 19640429 198703 1005

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 1)**

Satuan Pendidikan	: SMP Negeri 1 Pasir Sakti
Kelas/semester	: VIII/2 (Experimental Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Tenses
Sub Materi pokok	: Past Continuous Tense
Tema	: Positive Sentence
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	:Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.
Indikator	:Siswa mampu memahami bentuk kalimat Past Continuous Tense.  Siswa dapat menggunakan kalimat Past Continuous Tense.  Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.



## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat positive past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tense

The past of be, (was/ were)

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

Subject + was / were + noun / adjective / adverb

I was in class yesterday

#### 2) Verbal Sentences :

S + was / were + v-ing

I was sleeping last night

#### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ol style="list-style-type: none"><li>Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>Guru memeriksa kehadiran siswa.</li><li>Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>Siswa menjawab pertanyaan guru.</li></ol>	10 menit
Inti	<ol style="list-style-type: none"><li><b>Eksplorasi</b><ol style="list-style-type: none"><li>Guru memberikan materi tentang Past Continuous Tense.</li><li>Siswa diberikan beberapa contoh tentang Past Continuous Tense</li></ol></li><li><b>Elaborasi</b><ol style="list-style-type: none"><li>Siswa diminta untuk memahami pola kalimat Past Continuous Tense</li><li>Siswa di ajak untuk memahami materi yang belum mereka mengerti dengan menggunakan Questioning Technique.</li></ol></li><li><b>Konfirmasi.</b><ol style="list-style-type: none"><li>Guru menjelaskan langkah langkah Questioning Technique.</li><li>Guru dan Siswa menggunakan Questioning Technique dalam memahami materi yang belum</li></ol></li></ol>	60 menit

	<p>mereka mengerti, dengan langkah langkah sebagai berikut:</p> <ul style="list-style-type: none"> <li>➤ The teacher or students make questions about Past Continuous.</li> <li>➤ The teachers give a time to think through the answers, so as to formulate systematically.</li> <li>➤ The teacher give score to the student who will try to make question and answer question about Past Continuous Tense materials.</li> <li>➤ This technique should take place in a quiet atmosphere, and not in a tense and unhealthy competition between the students.</li> <li>➤ The questions can be directed to a student or an entire class. The teachers need to inspire shy or quiet students, while students who are clever and courageous answer need to be controlled to allow others.</li> </ul> <p>c. Guru memberikan soal kalimat positive sentence, tentang Past Continuous tense dan mengumpulkan nya.</p>	
Penutup	<p>a. Setelah selesai mengerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang past continuous tense, terutama positive sentence.</p> <p>b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.</p>	10 menit

## 5. Exercise

### A. Put the following sentences into Past Continuous Tense. Use the words in parentheses!

1. Jane ... (eat) breakfast when her friends called yesterday morning.
2. The students ... (talk), when the teacher entered the room.
3. While Jane ... (clean) the apartment, her husband ... (read) a magazine.
4. She ... (cook) the lunch when her friends came to her house.
5. We ... (have) lunch when you came to my office yesterday.
6. Jack ... (paint) the house when you called him yesterday afternoon.
7. When you came to my house last night, I ... (type) this report.
8. They (discuss) their next plans while we ... (prepare) something yesterday morning'
9. When he left me, I ... (talk) to one of our customers.
10. I got a phone call from my father when I ... (work) in the office yesterday morning.

### 6. Sumber belajar :

Buku bahasa Inggris kelas VIII dan Internet.

### 7. Penilaian :

Bentuk : Tes Tertulis

Bobot nilai : 10 untuk setiap soal.

Rumus penilaian : jumlah benar x 10.

Pasir sakti ,... Mei 2018

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

Mahasiswa Peneliti,

UMIYATI, S.Pd

NIP.19730718 200501 2004

SARTIKA SARI

NPM.1411040347

Mengetahui:

Kepala SMP N 1 Pasir Sakti



URIP HARYONO, S.Pd.M.M

NIP. 19640429 198703 1005

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 2)**

Satuan Pendidikan	: SMP Negeri 1 Pasir Sakti
Kelas/semester	: VIII/2 (Experimental Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Tenses
Sub Materi pokok	: Past Continuous Tense
Tema	: Negative Sentence
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	:Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.
Indikator	:Siswa mampu memahami bentuk kalimat Past Continuous Tense.  Siswa dapat menggunakan kalimat Past Continuous Tense.  Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.

## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat negative past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tens

The past of be, (was/ were)

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

Subject + was / were +not+ noun / adjective / adverb

I was not in class yesterday

#### 2) Verbal Sentences :

S + was / were + v-ing

I was not sleeping last night

#### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"><li>a. Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>b. Guru memeriksa kehadiran siswa.</li><li>c. Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>d. Siswa menjawab pertanyaan guru.</li></ul>	10 menit
Inti	<p><b>1. Eksplorasi</b></p> <ul style="list-style-type: none"><li>a. Guru memberikan materi tentang Past Continuous Tense.</li><li>b. Siswa diberikan beberapa contoh tentang Past Continuous Tense</li></ul> <p><b>2. Elaborasi</b></p> <ul style="list-style-type: none"><li>a. Siswa diminta untuk memahami pola kalimat Past Continuous Tense</li><li>b. Siswa di ajak untuk memahami materi yang belum mereka mengerti dengan menggunakan Questioning Technique.</li></ul> <p><b>3. Konfirmasi.</b></p> <ul style="list-style-type: none"><li>a. Guru menjelaskan langkah langkah Questioning Technique.</li><li>b. Guru dan Siswa menggunakan Questioning Technique dalam memahami materi yang belum</li></ul>	60 menit



	<p>mereka mengerti, dengan langkah langkah sebagai berikut:</p> <ul style="list-style-type: none"> <li>➤ The teacher or students make questions about Past Continuous.</li> <li>➤ The teachers give a time to think through the answers, so as to formulate systematically.</li> <li>➤ The teacher give score to the student who will try to make question and answer question about Past Continuous Tense materials.</li> <li>➤ This technique should take place in a quiet atmosphere, and not in a tense and unhealthy competition between the students.</li> <li>➤ The questions can be directed to a student or an entire class. The teachers need to inspire shy or quiet students, while students who are clever and courageous answer need to be controlled to allow others.</li> </ul> <p>c. Guru memberikan soal kalimat negative sentence, tentang past continuous tense dan mengumpulkan nya.</p>	
Penutup	<p>a. Setelah selesai mngerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang past continuous tense, terutama negative sentence.</p> <p>b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.</p>	10 menit

## 5. Exercise

### A. Make negative sentences of past continuous tense. Use the words in parentheses!

1. Sinta ... (eat) breakfast when her friends called yesterday morning.
2. The students ... (talk), when the teacher entered the room.
3. While Jovan ... (clean) the apartment, his mom ... (read) a magazine.
4. He ... (cook) the lunch when her friends came to his house.
5. We ... (have) lunch when you came to my office yesterday.
6. Joni ... (paint) the house when you called him yesterday afternoon.
7. When I came to your house last night, you ... (type) this report.
8. We (discuss) their next plans while they ... (prepare) something yesterday morning'
9. When he left you, you ... (talk) to one of our customers.
10. I got a phone call from my father when I ... (work) in the office yesterday morning.

### 6. Sumber belajar :

Buku bahasa Inggris kelas VIII dan Internet.

### 7. Penilaian :

Bentuk : Tes Tertulis

Bobot nilai : 10 untuk setiap soal.

Rumus penilaian : jumlah benar x 10.

Pasir sakti ,... Mei 2018

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

Mahasiswa Peneliti,

UMIYATI, S.Pd

NIP.19730718 200501 2004

SARTIKA SARI

NPM.1411040347

Mengetahui:

Kepala SMP N 1 Pasir Sakti



URIP HARYONO, S.Pd.M.M

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## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP 3)**

Satuan Pendidikan	: SMP Negeri 1 Pasir Sakti
Kelas/semester	: VIII/2 (Experimental Class)
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Tenses
Sub Materi pokok	: Past Continuous Tense
Tema	: Interrogative Sentence
Alokasi Waktu	: 2 x 40 menit
Standar Kompetensi	:Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan terdekat.
Kompetensi Dasar	:Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk recount, dan narrative.
Indikator	:Siswa mampu memahami bentuk kalimat Past Continuous Tense.  Siswa dapat menggunakan kalimat Past Continuous Tense.  Siswa dapat membuat kalimat sederhana dengan menggunakan Past Continuous Tense.

## 1. Tujuan pembelajaran

- Siswa mampu memahami bentuk kalimat past continuous tense.
- Siswa dapat menulis kalimat Interrogative past continuous tense.
- Siswa mampu memahami penggunaan time signal dalam kalimat past continuous tense.

## 2. Materi pembelajaran

### Past Continuous Tens

**The past of be, (was/ were)**

I / she / he / it = was / wasn't

They / you / we = were / weren't

#### 1) Nominal Sentence :

was / were + Subject + noun / adjective / adverb?

was / were + not + Subject + noun / adjective / adverb?

was I in class yesterday?

was I not in class yesterday?

#### 2) Verbal Sentences :

was / were + subject + v-ing?

was / were + subject + not+ v-ing?

was I sleeping last night?

was I not sleeping last night?

### 3) Time Signal

Yesterday

Last afternoon

All day yesterday

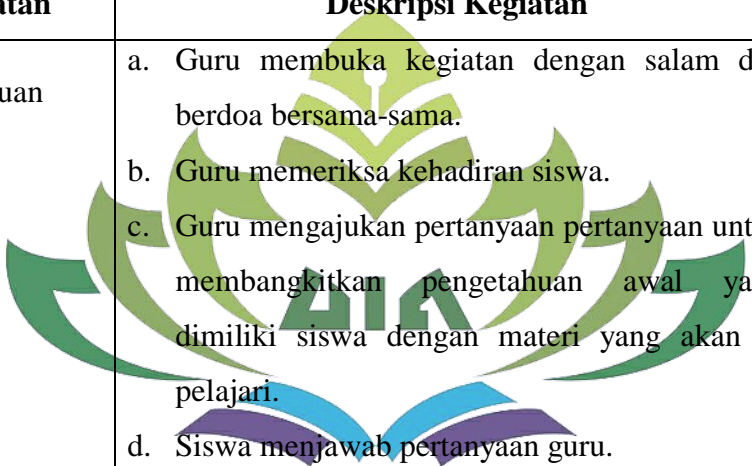
At the time

At this time yesterday

At ten o'clock last night

### 3. Metode Pembelajaran : Questioning Technique

### 4. Langkah-langkah pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	 <ul style="list-style-type: none"><li>a. Guru membuka kegiatan dengan salam dan berdoa bersama-sama.</li><li>b. Guru memeriksa kehadiran siswa.</li><li>c. Guru mengajukan pertanyaan pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan di pelajari.</li><li>d. Siswa menjawab pertanyaan guru.</li></ul>	10 menit
Inti	<ul style="list-style-type: none"><li><b>1. Eksplorasi</b><ul style="list-style-type: none"><li>a. Guru memberikan materi tentang Past Continuous Tense.</li><li>b. Siswa diberikan beberapa contoh tentang Past Continuous Tense</li></ul></li><li><b>2. Elaborasi</b><ul style="list-style-type: none"><li>a. Siswa diminta untuk memahami pola kalimat Past Continuous Tense</li><li>b. Siswa di ajak untuk memahami materi yang belum mereka mengerti dengan menggunakan</li></ul></li></ul>	60 menit

	<p>Questioning Technique.</p> <p><b>3. Konfirmasi.</b></p> <p>a. Guru menjelaskan langkah langkah Questioning Technique.</p> <p>b. Guru dan Siswa menggunakan Questioning Technique dalam memahami materi yang belum mereka mengerti, dengan langkah langkah sebagai berikut:</p> <ul style="list-style-type: none"> <li>➤ The teacher or students make questions about Past Continuous.</li> <li>➤ The teachers give a time to think through the answers, so as to formulate systematically.</li> <li>➤ The teacher give score to the student who will try to make question and answer question about Past Continuous Tense materials.</li> <li>➤ This technique should take place in a quiet atmosphere, and not in a tense and unhealthy competition between the students.</li> <li>➤ The questions can be directed to a student or an entire class. The teachers need to inspire shy or quiet students, while students who are clever and courageous answer need to be controlled to allow others.</li> </ul> <p>c. Guru memberikan soal kalimat interrogative sentence, tentang past continuous tense dan mengumpulkan nya.</p>	
Penutup	<p>a. Setelah selesai mngerjakan soal guru memberikan beberapa pertanyaan untuk mengetahui apakah siswa sudah memahami topik tentang past continuous tense, terutama</p>	10 menit

	interrogative sentence.	
	b. Guru menutup pembelajaran dengan doa bersama-sama dan salam.	

## 5. Exercise

### A. Make interrogative sentences of past continuous tense. Use the words in parentheses!

1. He was sitting in a café when I was seeing him last night.
2. The boy was falling down yesterday while he was running.
3. When the war was beginning we were living in London.
4. The light going out while I was drinking tea last night.
5. My friend was singing when I was coming into the room.
6. He not was eating dinner when I was going to see him.
7. You not were wearing your new hat when I was meeting you yesterday.
8. Large crowds not were waiting at the station when the prime minister was arriving yesterday.
9. We not were walking to the station when the storm was breaking last morning.
10. While he not was writing a letter, someone was knocking at the door.

### 6. Sumber belajar :

Buku bahasa Inggris kelas VIII dan Internet.

### 7. Penilaian :

Bentuk : Tes Tertulis

Bobot nilai : 10 10 untuk setiap soal.

Rumus penilaian : jumlah benar x 10.



Pasir sakti ,... Mei 2018

Mengetahui:

Guru Mata pelajaran SMP N 1 Pasir Sakti

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